

Executive Summary School Accountability Report Card, 2010–11

For Wade Thomas Elementary

Address:	150 Ross Ave., San Anselmo, CA, 94960	Phone:	(415) 454-4603
Principal:	Nancy Wasserman, Principal	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 information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 is a K-5 grade elementary school which currently houses 391 students. It is located in downtown San Anselmo.

Student Enrollment

Group	Enrollment
Number of students	393
Black or African American	1.3%
American Indian or Alaska Native	0.0%
Asian	6.4%
Filipino	0.0%
Hispanic or Latino	6.9%
Native Hawaiian or Pacific Islander	0.3%
White	79.8%
Two or More Races	2.6%
Socioeconomically Disadvantaged	12.5%
English Learners	8.2%
Students with Disabilities	5.9%

Teachers

Indicator	Teachers
Teachers with full credential	22
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	85%
Mathematics	88%
Science	80%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	932
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 9
2011–12 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The last Facility Inspection Tool (FIT) was conducted on December 5, 2011. The inspection found conditions from good to exemplary. The areas that are in good condition that need attention are the sewer, carpet replacement and 1 roof may need to be replaced in the next 3 years. The campus as a whole is functioning well. The campus was built in 1946 and from 2000 to 2004 added 6 new classrooms and a library. The school was completely modernized in 2004. Overall rating was 97.5.

Repairs Needed

Only normal maintenance requests are being considered at this time.

Corrective Actions Taken or Planned

Wade Thomas Elementary school has no major improvement plans for 2011/2012 school year.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,562
District	\$6,382
State	\$5,650

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

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	www.rossvalleyschools.org
Phone Number	(415) 454-4603	Superintendent	Eileen Rohan
Principal	Nancy Wasserman, Principal	E-mail Address	cstoekley@rossvalleyschools.org
E-mail Address	nwasserman@rossvalleyschools.org	CDS Code	21750026024731

School Description and Mission Statement (School Year 2010–11)

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, and;
- 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 (School Year 2010–11)

- Parents will 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 will 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, 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, the parent survey, representation on a variety of committees.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	61	Grade 8	0
Grade 1	76	Ungraded Elementary	0
Grade 2	69	Grade 9	0
Grade 3	78	Grade 10	0
Grade 4	58	Grade 11	0
Grade 5	51	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	393

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska Native	0.0%
Asian	6.4%
Filipino	0.0%
Hispanic or Latino	6.9%
Native Hawaiian or Pacific Islander	0.3%
White	79.8%

Two or More Races	2.6%
Socioeconomically Disadvantaged	12.5%
English Learners	8.2%
Students with Disabilities	5.9%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.5	4	0	0	17.25	4	0	0	20.3	3	0	0
1	17.8	4	0	0	17.5	4	0	0	18.6	4	0	0
2	20	4	0	0	19	4	0	0	17.3	4	0	0
3	20	3	0	0	20	3	0	0	19.3	4	0	0
4	28	0	1	0	27	0	2	0	29.0	0	2	0
5	24	0	1	0	22.5	0	2	0	25.5	0	2	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other												

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

III. School Climate

School Safety Plan (School Year 2010–11)

Our Emergency plan includes a complete NIMS chart, nine 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 re-stocked yearly.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	1.5	**	.020	3.8	2	.118
Expulsions	0	0	0	.1	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Wade Thomas Elementary school has no major improvement plans for 2011/2012 school year

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			The sewer under the main restroom need periodic cleaning due to roots from trees. The line is from 1946.
Interior: Interior Surfaces		X			Rooms 13 and 14 could use new carpet in 2013.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation					
Electrical: Electrical					
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Original restrooms are in need of a renovation but are clean and functional.
Safety: Fire Safety, Hazardous Materials					
Structural: Structural Damage, Roofs					
External: Playground/School Grounds, Windows/ Doors/Gates/Fences					
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	19	19	22	115
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	0.2	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0.8	
Psychologist	0.4	
Social Worker	0	
Nurse	0.2	

Speech/Language/Hearing Specialist	0.5	
Resource Specialist (non-teaching)	0.7	
Other		

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2010

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Open Court	YES	0%
Mathematics	Everyday Math	YES	0%
Science	Foss CA Edition	YES	0%
History-Social Science	Pearson Scott Foresman	YES	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,552	\$2,989	\$6,562	\$69,084
District			\$6,382	\$65,429
Percent Difference – School Site and			2.7%	5.3%

District			
State		\$5,650	\$65,524
Percent Difference – School Site and State		14.9%	5.2%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Categorical Programs: Federal

- **Title II:** Concentrates on upgrading the principals, teachers and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.
- **Title III:** Provides supplementary programs and services for Limited English Proficient students to enable them to meet grade level requirements.
- **Title IV:** Funds are to be used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.
- **Title V:** Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services and instructional and media materials and to meet the needs of all students at-risk.
- **Special Education Program:** Ensures that all students with exceptional needs are appropriately identified, assessed and provided free appropriate public education programs and services designed to meet their unique needs.

Categorical Programs: State

- **English Language Learner Program (ELL):** Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.
- **Gifted and Talented Education Program (GATE):** Identifies gifted and talented students and provides high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.
- **Tobacco Use Prevention Education (TUPE):** Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.
- **School Improvement Program (SIP):** Helps to meet the educational needs of all

students as well as to support and sustain high quality professional development.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,025	\$41,183
Mid-Range Teacher Salary	\$67,358	\$63,647
Highest Teacher Salary	\$81,765	\$80,955
Average Principal Salary (Elementary)	\$94,108	\$102,400
Average Principal Salary (Middle)	\$126,071	\$106,158
Average Principal Salary (High)	\$0	\$124,133
Superintendent Salary	\$164,969	\$151,742
Percent of Budget for Teacher Salaries	42.00%	41.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level,

including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting 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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	82%	82%	85%	80%	84%	86%	49%	52%	54%
Mathematics	88%	86%	88%	80%	81%	81%	46%	48%	50%
Science	90%	76%	80%	86%	89%	89%	50%	54%	57%
History-Social Science	0%	0%	0%	74%	80%	81%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	86%	81%	89%	81%
All Students at the School	85%	88%	80%	0%
Male	86%	87%	72%	0%
Female	85%	89%	90%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	86%	100%	0%	0%
Filipino				
Hispanic or Latino	56%	56%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	88%	91%	87%	0%
Two or More Races	92%	92%	0%	0%
Socioeconomically Disadvantaged	68%	71%	0%	0%
English Learners	55%	64%	0%	0%
Students with Disabilities	61%	78%	0%	0%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.50%	13.70%	54.90%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	10	10	10

Similar Schools	10	9	9
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Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	24	-2	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	29	-5	13
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	244	932	1,516	922	4,683,676	778
Black or African American	1		19	836	317,856	696
American Indian or Alaska Native	0		1		33,774	733
Asian	14	947	57	951	398,869	898
Filipino	0		9		123,245	859
Hispanic or Latino	18	771	104	787	2,406,749	729

Native Hawaiian or Pacific Islander	1		3		26,953	764
White	198	945	1,275	933	1,258,831	845
Two or More Races	2		15	915	76,766	836
Socioeconomically Disadvantaged	30	830	163	826	2,731,843	726
English Learners	22	870	80	788	1,521,844	707
Students with Disabilities	26	872	223	790	521,815	595

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
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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		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Each year 3 days of professional development are offered to all teachers in the district.

**Wade Thomas
Elementary**

Ross Valley Elementary

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Provided by the Ed-Data Partnership

For more information visit www.ed-data.org