

Wade Thomas Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Wade Thomas Elementary
Street	150 Ross Avenue
City, State, Zip	San Anselmo, CA. 94940
Phone Number	415-454-4603
Principal	Julie Harris
Email Address	jharris@rossvalleyschools.org
School Website	https://www.rossvalleyschools.org/wadethomas
Grade Span	K-5
County-District-School (CDS) Code	CA

2025-26 District Contact Information

District Name	Ross Valley Elementary School District
Phone Number	(415) 454-2162
Superintendent	Tyler Graff
Email Address	superintendent@rossvalleyschools.org
District Website	www.rossvalleyschools.org

2025-26 School Description and Mission Statement

Wade Thomas School is located in Marin County and is one of four elementary schools in the Ross Valley School District serving transition kindergarten through fifth grade students. It is located in one of San Anselmo’s oldest neighborhoods a few blocks from the town center. 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 2019. In the 2024/2025 school year, eighty-seven percent (87%) of our students met or exceeded standards on the ELA and math on the CAASSP.

2025-26 School Description and Mission Statement

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.

RVSD RACIAL EQUITY MISSION STATEMENT

The Ross Valley School District is committed to creating a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically. We are equally committed to building the leaders of tomorrow who will combat racism and promote equity throughout their lives.

Ross Valley School District parents, guardians, students, staff, and board trustees, in partnership, will create policies to disrupt systemic racism and prioritize equity in our organizational structures, curriculum, and instructional practices.

We will do this by actively engaging, listening, and responding to the voices and needs of our marginalized students, families, and staff and working to engage in anti-racist actions that build a vibrant, inclusive learning community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	49
Grade 2	40
Grade 3	48
Grade 4	48
Grade 5	47
Total Enrollment	292

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	52.7
Non-Binary	0.7
Asian	3.1
Black or African American	0.7
Hispanic or Latino	11.3
Two or More Races	10.6
White	74
English Learners	2.7
Socioeconomically Disadvantaged	7.2
Students with Disabilities	13.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.7	100	88.1	94.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.6	0.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	1.12	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	2.35	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.1	1.24	15831.9	5.67
Total Teaching Positions	16.7	100	93.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.7	97.17	90.1	94.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	2.77	1	1.05	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.1	3.34	11746.9	4.23
Unknown/Incomplete/NA	0	0	1	1.05	14303.8	5.15
Total Teaching Positions	16.2	100	95.3	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.3	90.84	84	86.88	230039.4	100
Intern Credential Holders Properly Assigned	0.4	2.84	1	1.03	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.3	6.55	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.32	3.5	3.63	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.8	1.89	13705.8	4.91
Total Teaching Positions	15.8	100	96.6	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.4	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.4	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2022-23 school year, the District is continuing to explore science instructional materials (K-8) and history/social science instructional materials (K-5). The District is also looking at word study programs in K-5. 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 2023).

Year and month in which the data were collected January 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fundations (phonics) 2014; Heggerty 2018 (phonemic awareness)	0
Mathematics	Bridges Mathematics (TK-5th)/2024	0
Science	Mystery Science/2018	0
History-Social Science	TCI History Alive/2023	0
Foreign Language	n/a	
Health	n/a	
Visual and Performing Arts	Variety of resources based on Visual and Performing Arts Standards	0
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

The total score for the Facility Inspection Tool is 99.42%.

School Facility Conditions and Planned Improvements

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)

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rating is 100.00%, with no deficiencies noted.
Interior: Interior Surfaces	X			Rating is 97.62%, with 1 deficiency noted. The deficiency noted is a floor tile that needs to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rating is 100.00%, with no deficiencies noted.
Electrical	X			Rating is 100.00%, with no deficiencies noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rating is 100.00%, with no deficiencies noted.
Safety: Fire Safety, Hazardous Materials	X			Rating is 100.00%, with no deficiencies noted.
Structural: Structural Damage, Roofs	X			Overall rating is 97.78%, with 2 deficiencies noted. These deficiencies were for dry rot on a door frame in two locations.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rating is 100.00%, with no deficiencies noted.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	79	89	77	78	47	48
Mathematics (grades 3-8 and 11)	77	84	67	69	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	146	99.32	0.68	89.04
Female	74	73	98.65	1.35	91.78
Male	71	71	100.00	0.00	85.92
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	90.00
White	106	105	99.06	0.94	92.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	86.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	78.26

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	146	99.32	0.68	83.56
Female	74	73	98.65	1.35	79.45
Male	71	71	100.00	0.00	87.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100.00	0.00	73.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	90.00
White	106	105	99.06	0.94	84.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	73.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	56.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	51.02	68.75	59.34	66.22	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	49	100.00	0.00	68.75
Female	20	20	100.00	0.00	63.16
Male	27	27	100.00	0.00	74.07
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	75.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	58.33

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and Wade Thomas staff are partners in education with the goals of building a welcoming and inclusive community where each and every learner thrives! Parent involvement is an integral part of our school community. Parents serve as volunteers in the classroom, as lunchtime supervisors, serve in leadership and consult roles, on site and district committees, assist with special projects and offer their many talents and expertise to enrich the educational experience of our students. We invite and encourage parents to take an active role in their child's education and the school community. There are a variety of leadership opportunities for parents at the school level, such as the Diversity, Equity, Inclusion, & Belonging (DEIB) group, school site council and the Wade Thomas Parent Association. We invite parents to our Wednesday Welcome morning assemblies which highlight SEL themes we are working on as a school; we also invite parents to present on a variety of topics to highlight our diverse backgrounds. We highly encourage parent/guardian involvement and it's part of what makes our school community a very special place for students and families.

At the District level, parents can volunteer to be part of the YES Foundation which supports the Visual and Performing Arts and Libraries. Also, the Superintendents Round Table and Superintendents Council meetings, held 6 times per year. Other opportunities include the District Wellness Committee, District English Learner Advisory Committee, Citizens Oversight Committee, etc.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	301	301	13	4.3
Female	141	141	8	5.7
Male	158	158	5	3.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	2	5.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	1	2.9
White	222	222	10	4.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	28	28	2	7.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	52	1	1.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.28	0.62	1.89	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. The plan includes procedures for disaster preparedness and response and procedures for earthquake, fire, and lock down drills and shelter in place. Our site's emergency plan includes a complete NIMS chart. School Administrators and staff attend trainings to better prepare the school for unanticipated emergencies including training for search and rescue, basic first aid, and student release.

The school community practices a variety of emergency drills on a scheduled basis, the number of which is determined by California Education Code. Students are trained to play active roles in these drills.

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 walkies 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.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	0
1	24	0	2	0
2	23	0	2	0
3	32	0	1	1
4	24	0	2	0
5	21	1	2	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	2	0
1	20	2	0	0
2	24	0	2	0
3	21	0	2	0
4	23	0	2	0
5	25	0	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	25		2	
2	20	2		
3	24		2	
4	24		2	
5	24		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	586

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,189.01	\$5,122.38	\$6,244.73	\$74,697
District	N/A	N/A	\$6,639.24	\$93,590
Percent Difference - School Site and District	N/A	N/A	-6.1	-19.4
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-53.2	-23.0

Fiscal Year 2024-25 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. Title II funds support 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,288	\$61,516
Mid-Range Teacher Salary	\$93,870	\$95,479
Highest Teacher Salary	\$115,738	\$125,208
Average Principal Salary (Elementary)	\$165,039	\$152,668
Average Principal Salary (Middle)	\$169,031	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$268,892	\$242,781
Percent of Budget for Teacher Salaries	33.47%	29.76%
Percent of Budget for Administrative Salaries	7.29%	5.74%

Professional Development

We have three professional development days for staff development along with a number of early release Wednesdays. The focus of professional development days for the 2023-24 school year is on reading instruction. We have contracted with Jessica Hammon of GLEAN education to provide elementary teachers with training on Science of Reading research and shifts in instruction that come with shifting from a Balanced Literacy Model to a Structured Literacy model. Teachers received training on best practices in reading assessments and unpacking the five components of reading.

Principals utilized Wednesday afternoons to work with teachers on developing strategy groups to address student progress in English language arts and mathematics.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	