

Reed Elementary School

School Accountability Report Card



GRADES K-2

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Nora Ho, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Reed School is a K-2 grade school within the K-8 Reed Union School District. Reed Elementary School delivers a comprehensive academic program that is aligned to California State Frameworks and Content Standards. All instructional decisions are based on current research and best practices in early childhood education. Ongoing professional development coupled with effective communication between school and community members are key components of our success. Reed School was named a California Distinguished School in 2002 and 2009, and consistently performs in the top quartile on California State Assessments.

District's Mission Statement

Together we provide our children with extraordinary opportunities to enlighten their minds, inspire their hearts, and strengthen their resolve to positively impact their world.

District's Vision Statement

Students through their efforts and with the support of the whole school community will become:

- Motivated learners committed to academic excellence
- Creative problem-solvers
- Effective communicators
- Engaged citizens
- Balanced individuals/their Best selves

Parental Involvement

Reed School is a cohesive and supportive collegial community. Teachers, support personnel, students, parents, and community members are actively encouraged to assume leadership roles and work together to ensure our students receive adequate learning supports. We utilize participatory decision making to support and encourage our students to grow and develop. This occurs through grade level parent meetings, School Site Council (SSC) meetings, Parent Teacher Association meetings, as well as many special events where family and community members interact with our students. The staff works together to establish a sense of community ownership for the learning of our students.

Parents, community members, and local businesses support our school and District through a parcel tax assessment and contributions to the Reed Schools Foundation, which helps to support Technology, Art, Music, Spanish, PE, and other programs and site enhancements.

For more information on how to become involved, contact Tracey Van Hooser, PTA President, at (415) 509-7801 or TraceyVanHooser@gmail.com.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

"Together Everyone Achieves More!"

Reed Union Elementary School District

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Dr. Steve Herzog
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Board of Trustees

Howard Block
Board President

Nancy O'Neill
Vice President

Dana Linker Steele
Clerk

Robert Scannell
Member

Susan Lambe Peitz
Member

Types of Services Funded

Our comprehensive school programs are supported by: the General Fund (State and Federal), local funding from the PTA, and the Foundation for Reed Schools; 85% of funding in RUSD is from local revenues. These programs include:

- Core subject area instruction
- K-8 art, music, and PE programs
- Foreign language in grades 3-8
- Elementary and middle school drama productions
- 1:1 laptop program in grades 3-8, and technology learning centers in grades K-2
- Learning Centers and Academy
- Reading intervention programs
- Elementary and middle school library programs
- Reduced classes in grades K-8
- Comprehensive professional development for all employees
- Supplementary instructional materials for all students



“Reed School was named a California Distinguished School in 2002 and 2009, and consistently performs in the top quartile on California State Assessments.”

Student Enrollment by Group

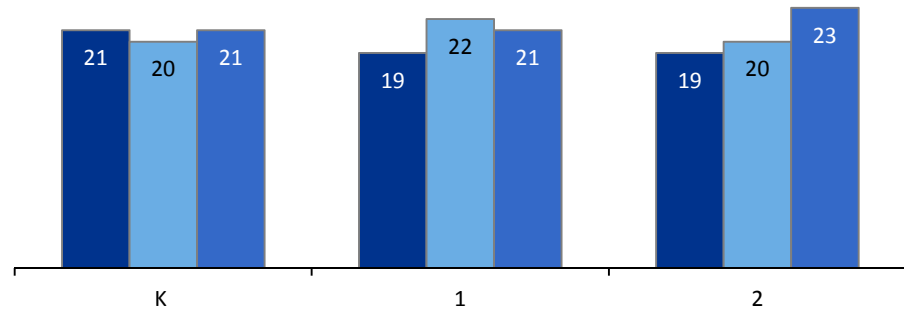
Reed ES	
Socioeconomically Disadvantaged	2.7%
English Learners	2.5%
Students with Disabilities	3.1%

“Reed Elementary School delivers a comprehensive academic program that is aligned to California State Frameworks and Content Standards.”

Class Size

■ 08-09 □ 09-10 ■ 10-11

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4	4		7	1			7	
1	8				7		3	5	
2	7			5	2			7	

School Safety

As a small school within a small, suburban school District, we collaborate with the County Office of Education, local law enforcement agencies, and other outside agencies to provide a variety of programs that help to maintain a safe learning environment. Examples of programs in place at Reed School include:

- Conflict resolution and counseling
- Character development
- Social skills groups
- Student support groups
- Psychologist and health specialist support
- Parent education programs coordinated through the PTA
- Handbooks and webinars explaining disciplinary policies

Fire drills are held monthly at Reed School. Regular earthquake and intruder-on-campus drills are practiced as well. The District works closely with the local police and fire department to monitor all drills, as well as to coordinate communication plans in case of an emergency. The District also periodically practices an all-student emergency release drill each year, and Reed School is equipped with a three-day supply of water and food for emergency purpose.

The District uses an electronic alert system so parents can be instantly notified in an emergency through e-mail, cell phone, and/or land lines that connect the school to parent's place of work or at home. A Disaster Response Committee, made up of parents and school staff, meets periodically throughout the year to review emergency plans and procedures, as well as to update the Reed Safety Plan. This School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2011.

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

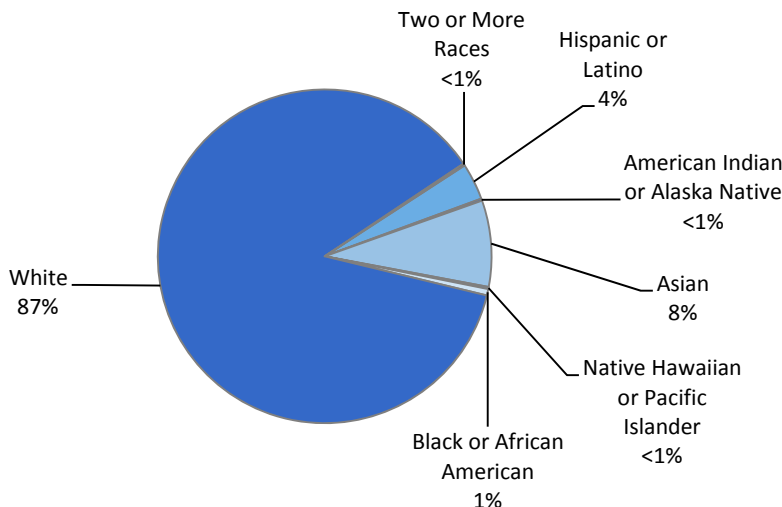
School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			10/17/2011
Date of the Most Recent Completion of the Inspection Form			10/17/2011

Enrollment and Demographics

The total enrollment at the school was 479 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

School Facilities

Reed School was initially built in the early 1950s but since 2002, the entire campus at Reed School has been totally modernized or rebuilt. The main office building, old kindergarten classrooms, library, and first-grade classrooms were all demolished and replaced with a new two-story structure. Additional kindergarten classrooms were added to make it possible to have a longer school day. All 15 first and second grade classrooms and the multi-purpose room were renovated, and a new playground and play yard were added. In addition, two beautiful new buildings were added to the campus that include a new office area, teacher workstation, learning center, school library, art room, technology lab and eight classrooms.

The Belvedere-Tiburon Recreation Department has been allocated much-needed space on the school site to run programs after school and during the summer recess, and a private non-profit childcare center is located on the west side of the campus.

The school facilities are in excellent condition and are cleaned daily by a staff of two full-time custodians, who work from 6:30 A.M. to 10:30 P.M. Staff members supervise students at arrival and departure times, lunch, and recess.

Since the entire facility was renovated in 2002, no major facility improvements are planned except for the addition of another portable classroom building to address enrollment growth pressures.





Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

Reed ES	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Textbooks and Instructional Materials

All textbooks are adopted by the Board of Trustees using the State-approved list. The District follows the schedule for adoption of K-8 materials adopted by the State Board of Education.

A committee of teachers and administrators review materials from the State-adopted list at the Marin County Office of Education. Materials to be piloted by classroom teachers are selected and used in the classroom for evaluation purpose. The committee makes a formal recommendation to the Board on which materials to adopt.

The Reed Union School Board of Trustees ensures that all students have access to their own textbooks and instructional materials to use in class and to take home. All textbooks used in Reed Union School District are from the most recent State-approved list.

All students in music, art, and drama classes have access to the appropriate textbooks and instructional materials. Del Mar Middle School offers the following visual and performing arts classes: Drama, Instrumental Band, Steel Pans, Art, and Choral Music.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2002
Mathematics	Houghton Mifflin (K-5)	2009
Science	FOSS (K-5)	2008
History-Social Science	Scott Foresman (K-5)	2007

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Reed ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	
Data Collection Date	09/2011

✧ Not applicable.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts and mathematics.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Reed ES			Reed UESD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	88%	84%	94%	88%	91%	92%	49%	52%	54%
Mathematics	89%	88%	91%	86%	88%	90%	46%	48%	50%

STAR Results by Student Group: English-Language Arts and Mathematics

Percentage of Students Scoring at Proficient or Advanced Levels		
Group	Spring 2011 Results	
	English-Language Arts	Mathematics
All Students in the District	92%	90%
All Students at the School	94%	91%
Male	93%	94%
Female	95%	88%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	100%	100%
Filipino	❖	❖
Hispanic or Latino	❖	❖
Native Hawaiian or Pacific Islander	❖	❖
White	93%	90%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	❖	❖
English Learners	❖	❖
Students with Disabilities	64%	73%
Students Receiving Migrant Education Services	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	10	10	10
Similar Schools API Rank	6	6	6

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Reed ES — Actual API Change		
	Reed ES		Reed UESD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	156	961	986	960	4,683,676	778	31	-14	24
Black or African American	1	■	13	804	317,856	696	■	■	■
American Indian or Alaska Native	0	■	4	■	33,774	733	■	■	■
Asian	13	975	104	979	398,869	898	■	■	■
Filipino	0	■	5	■	123,245	859	■	■	■
Hispanic or Latino	7	■	46	898	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	2	■	26,953	764	■	■	■
White	135	960	812	964	1,258,831	845	26	-13	21
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	6	■	32	849	2,731,843	726	■	■	■
English Learners	9	■	26	831	1,521,844	707	■	■	■
Students with Disabilities	11	860	76	819	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

“Teachers and administrators participated in multiple staff development opportunities to support the District goals.”

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Reed ES		Reed UESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Reed ES	Reed UESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

Professional Development

Teachers and administrators participated in multiple staff development opportunities to support the District goals. On site technology trainings, as well as work on Professional Learning Communities, was held on early release Thursdays throughout the school year. Training continued on the use of Data Director on developing common assessments and the use of data to inform instruction.

Staff had six full days of release to work with colleagues on site.

Reed and Bel Aire teachers had a successful year participating in the Columbia University writing project. Teachers were involved in training in a lab-like setting—reviewing, analyzing, and modeling effective teaching practices to support the writing process. The result is that students are writing more and with increased purpose and voice.

Del Mar middle school had a successful year collaborating with cross-functional teams to support the writing process. The year culminated with the entire staff defining what a graduate of RUSD should know and be able to do, and middle school staff started to define components of an electronic student portfolio.

Teachers who are advanced users of technology participated in Technology Leadership staff development in the fall and spring that incorporates Web 2.0 tools and the new ISTE Standards. Participants used the iTouch and iPads as new tools to enhance teaching. As part of this training, the team also developed a technology focus District wiki and NING to incorporate and foster the PLC model. Smart board and Bright Light trainings were also offered this year. Several staff members from all three schools attended on-line learning and brain research classrooms that featured national presenters on understanding the iGeneration and the way they learn.

For the 2008-09 and 2009-10 school year, we dedicated five days for professional development. In 2010-11, there were six days dedicated for professional development.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0000
Ratio of Students Per Academic Counselor	✧
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.2000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.8125
Psychologist	0.3300
Social Worker	0.0000
Nurse	0.2400
Speech/Language/Hearing Specialist	0.3250
Resource Specialist (non-teaching)	1.0000



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
Teachers	Reed UESD	Reed ES		
	10-11	08-09	09-10	10-11
With Full Credential	75	27	25	26
Without Full Credential	9	1	3	3
Teaching Outside Subject Area of Competence		0	0	0

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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Reed ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	1	2	2
Total Teacher Misassignments	1	2	2
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Reed ES	100%	0.0%
All Schools in District	91.1%	8.9%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	91.1%	8.9%

✧ Not applicable.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Reed UESD	Similar Sized District
Beginning Teacher Salary	\$47,485	\$41,183
Mid-Range Teacher Salary	\$74,105	\$63,647
Highest Teacher Salary	\$88,573	\$80,955
Average Principal Salary (Elementary School)	\$130,617	\$102,400
Average Principal Salary (Middle School)	\$135,504	\$106,158
Superintendent Salary	\$246,534	\$151,742
Teacher Salaries — Percent of Budget	43%	41%
Administrative Salaries — Percent of Budget	7%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Reed ES	\$6,913	\$81,452
Reed UESD	\$9,316	\$79,834
California	\$5,455	\$65,524
School and District — Percent Difference	-34.8%	+2.0%
School and California — Percent Difference	+21.1%	+19.6%

“Ongoing professional development coupled with effective communication between school and community members are key components of our success.”

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Reed ES	
Total Expenditures Per Pupil	\$8,500
Expenditures Per Pupil From Restricted Sources	\$1,587
Expenditures Per Pupil From Unrestricted Sources	\$6,913
Annual Average Teacher Salary	\$81,452



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Reed ES			
	08-09	09-10	10-11
Suspension Rates	0.019	0.009	0.004
Expulsion Rates	0.046	0.03	0.000
Reed UESD			
	08-09	09-10	10-11
Suspension Rates	0.046	0.030	0.017
Expulsion Rates	0.000	0.000	0.000

Reed Elementary School

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PUBLISHED BY: School Innovations & Advocacy | www.sia-us.com | 800.487.9234



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.