

Reed Elementary School



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-2

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Dr. Steve Herzog
Superintendent

Nora Ho
Principal

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.

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 Nora Ho, Principal, at (415) 435-7840.

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 September 2010.



Reed Union Elementary School District

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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.



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 Rate		
Reed ES		
07-08	08-09	09-10
0.010	0.019	0.009
Reed UESD		
07-08	08-09	09-10
0.000	0.000	0.000
Expulsion Rate		
Reed ES		
07-08	08-09	09-10
0.043	0.046	0.030
Reed UESD		
07-08	08-09	09-10
0.000	0.000	0.000



Availability of Textbooks and Instructional Materials

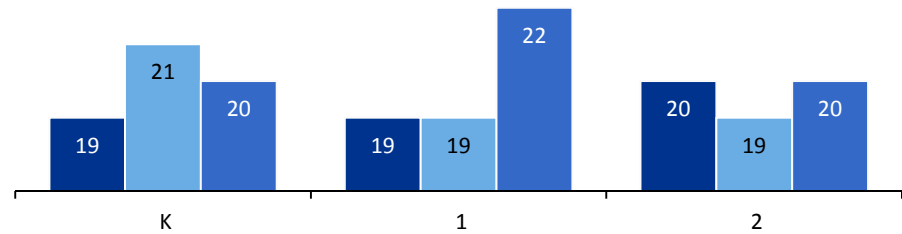
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

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

Class Size

07-08 08-09 09-10

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



Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	9			4	4		7	1	
1	7			8			0	7	
2	6			7			5	2	

“Teachers, support personnel, students, parents, and community members are actively encouraged to take on leadership roles and participatory decision making to support and encourage our students.”

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

Note: This data was most recently collected and verified in November 2010.

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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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

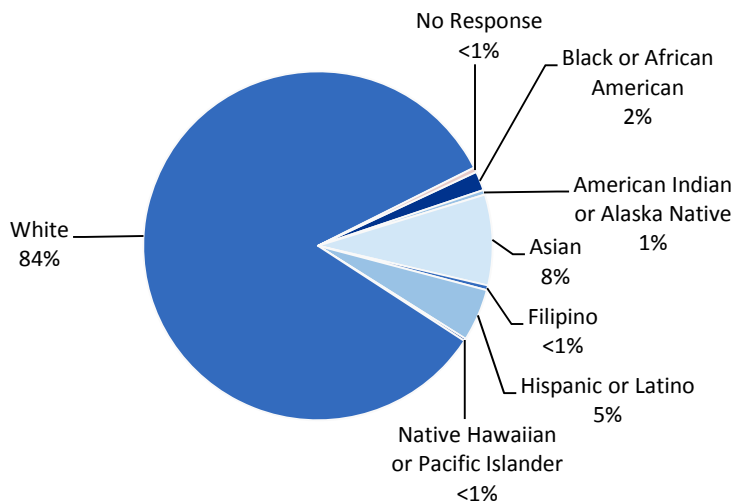
This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

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			8/25/2010
Date of the Most Recent Completion of the Inspection Form			8/25/2010

Note: At the time of this school facility inspection, no deficiencies were found.

Enrollment and Demographics

The total enrollment at the school was 453 students for the 2009-10 school year.



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 workroom, learning center, school library, art room, technology lab and eight classrooms

The Belvedere-Tiburón 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.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$475,111 for the Deferred Maintenance Program. This represents 3.0% of the District's general fund budget.



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.

Board of Trustees

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STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below 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		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	79%	88%	84%	87%	88%	91%	46%	50%	52%
Mathematics	86%	89%	88%	87%	86%	88%	43%	46%	48%

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

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results	
	English-Language Arts	Mathematics
All Students in the District	91%	88%
All Students at the School	84%	88%
Male	86%	92%
Female	82%	83%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	91%	91%
Filipino	❖	❖
Hispanic or Latino	❖	❖
Native Hawaiian or Pacific Islander	❖	❖
White	85%	89%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	❖	❖
English Learners	❖	❖
Students with Disabilities	❖	❖
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.

Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison

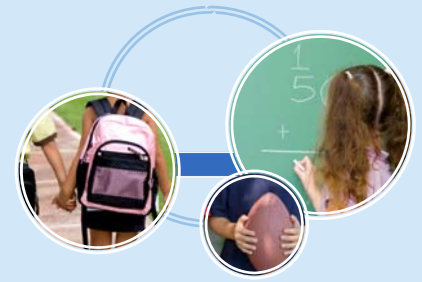
	2007	2008	2009
Statewide API Rank	10	10	10
Similar Schools API Rank	5	6	6

API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	6	31	-14
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	12	26	-13
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



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 rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



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. All staff participated in the countywide staff development in January to continue work on Professional Learning Communities.

Reed staff 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.

The middle school had a successful year collaborating with MTN staff to support the writing process. The year culminated with the entire staff jointly scoring the eighth grade portfolio. Language Arts teachers also participated in scoring tenth grade portfolios with the high school, which turned out to be a valuable staff development opportunity.

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 as a new tool 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. Smartboard training was also offered this year. Last summer a team attended the National Educational Computing Conference (NECC).

In addition to early release on Thursdays, five days a year are dedicated to professional development for teachers.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison

Group	2010 Growth API		
	Reed ES	Reed UESD	California
All Students	937	953	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	939	954	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 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.

Adequate Yearly Progress

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	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

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.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.30
Social Worker	0.00
Nurse	0.51
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	1.00
Other	0.00

✧ Not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



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).



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/>.



“Reed School is a very cohesive and mutually supportive collegial community.”



Teacher Qualifications

Teacher Credential Information				
	Reed UESD	Reed ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	73	26	27	25
Without Full Credential	3	1	1	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		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	1	2
Total Teacher Misassignments	0	1	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 2009-10 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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100.0%	0.0%

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.

✧ Not applicable.

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	\$41,154
Mid-Range Teacher Salary	\$74,105	\$63,517
Highest Teacher Salary	\$88,573	\$80,951
Average Principal Salary (Elementary School)	\$130,617	\$102,080
Average Principal Salary (Middle School)	\$131,443	\$105,643
Superintendent Salary	\$234,946	\$150,626
Teacher Salaries — Percent of Budget	43.2%	41.4%
Administrative Salaries — Percent of Budget	6.7%	6.1%

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	\$9,074
Expenditures Per Pupil From Restricted Sources	\$2,500
Expenditures Per Pupil From Unrestricted Sources	\$6,574
Annual Average Teacher Salary	\$80,518

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	\$6,574	\$80,518
Reed UESD	\$8,909	\$78,007
California	\$5,681	\$64,193
School and District — Percent Difference	-35.5%	+3.1%
School and California — Percent Difference	+13.6%	+20.3%

Financial Data

The financial data displayed in the SARC is from the 2008-09 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.



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 Elementary School

SARC
2009-10



Reed Union Elementary School District

GRADES K-2

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Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of February 2011.