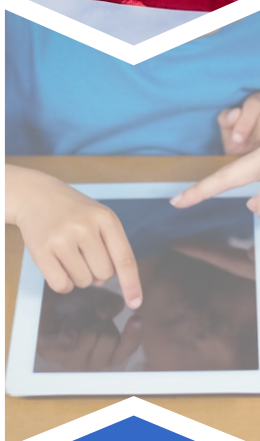
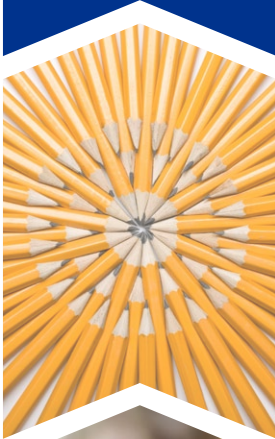


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Reed Elementary School

Dr. Mary Niesyn
Principal
mniesyn@reedschools.org

1199 Tiburon Boulevard
Tiburon, CA 94920

Grades: K-2
Phone: (415) 435-7840
reed.reedschools.org

CDS Code: 21-65425-6024657

Reed USD





Principal's Message

Reed Elementary School is a K-2 school within the K-8 Reed Union School District. Reed Elementary School delivers a comprehensive academic program that is aligned to the Common Core State 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, 2009 and 2014.

The focus for the current school year includes the strategic development and implementation of goals and objectives in three major areas: Cognitively Guided Instruction, STEAM (science, technology, engineering, arts and math), and Diversity & Character Education. Reed School is special and unique because we are a K-2 school. This allows us to focus on the physical, cognitive, social, emotional and moral development of the primary-age learner. The Reed Union School District is very progressive and encourages all staff to be innovative with regard to the selection and implementation of curriculum and instructional methods.

Vision of the Reed Union Graduate

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

Motivated Learners Committed to Academic Excellence

- Demonstrate responsibility, self-direction and independence
- Take risks, are not afraid to make mistakes and learn from them
- Take pride in accomplishments
- Understand learning is a lifelong process

Creative Problem Solvers

- Apply critical thinking
- Integrate curiosity, imagination and insight
- Apply knowledge across disciplines, projects and in real-life situations
- Generate ideas and best possible solutions

Effective Communicators

- Actively listen and acknowledge different points of view and cultural context
- Express and support positions considering multiple perspectives
- Use appropriate tools and language to inform, persuade and convey ideas to diverse audiences
- Collaborate with others

Engaged Citizens

- Demonstrate empathy, ethical behavior and respect for self, others and the environment
- Actively contribute to school, local and global communities
- Advocate for self and others
- Understand and appreciate cultures, histories and contributions of people of the world

Balanced Individuals/Best Self

- Demonstrate self-knowledge, integrity, good judgment and honor
- Exhibit self-assurance, confidence and social competence
- Persevere and are resilient amidst adversity, stress, disappointment and conflict
- Make positive choices for personal and physical well-being
- Believe in the power of the individual to make a difference

Parental Involvement

Reed School is a friendly, professional and supportive community. We provide multiple opportunities for parents and community members to be actively involved in leadership and decision-making as well as school activities. Shared decision making occurs through grade-level parent meetings, Strategic Planning Collaborative meetings, District Goal Setting meetings, and Parent Teacher Association meetings. Shared leadership ensures that we approach decision-making from a wide array of perspectives and address the needs of all students. Active participation includes volunteer opportunities to work directly with students through classroom support, recess and lunch activities, field trips, and schoolwide events.

Parents, community members and local businesses support our school and district through renewal of our parcel tax assessment and contributions to the Foundation for Reed Schools, which helps to support technology, art, music, P.E., and other programs and site enhancements.

For more information on how to become involved at the school, please contact PTA Site Chair Allison Hart at (415) 435-7840.

School Accountability Report Card

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.

District Mission Statement

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



District 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 and their best selves

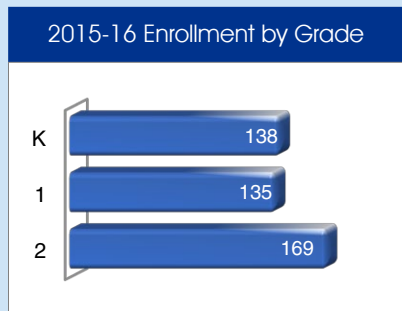
Board of Trustees

- A.J. Brady**
Board president
- Susan Lambe Peitz**
Vice president
- Nancy O'Neill**
Clerk
- Howard Block**
Member
- Dana Linker Steele**
Member



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



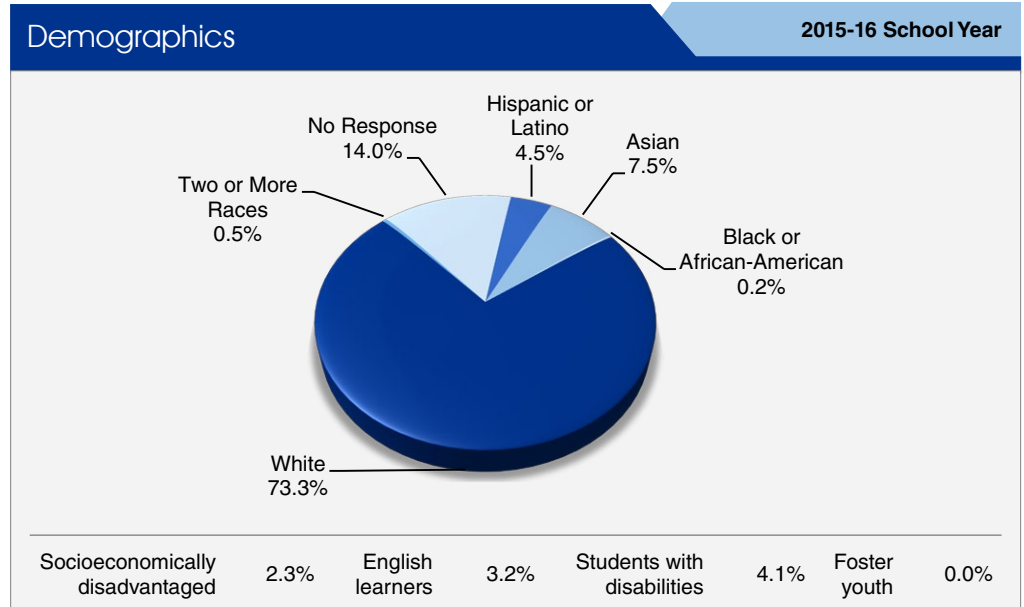
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Reed ES			
	13-14	14-15	15-16
Suspension rates	3.2%	0.4%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Reed USD			
	13-14	14-15	15-16
Suspension rates	2.0%	0.3%	1.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

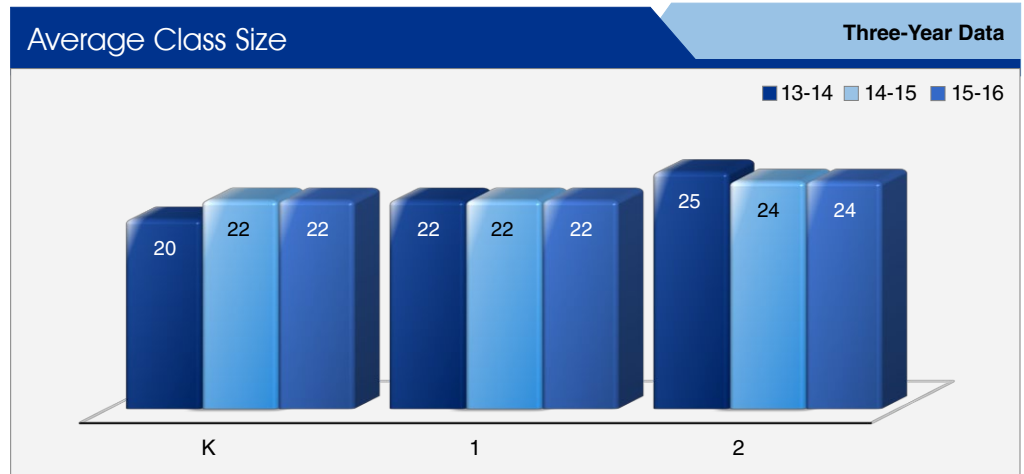
Enrollment by Student Group

The total enrollment at the school was 442 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size

Grade	Three-Year Data								
	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	7		1	5		6		
1		8		1	7		6		
2		8			7		6		



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Reed ES			Reed USD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	⌘	⌘	⌘	92%	91%	94%	60%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Reed ES		Reed USD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	*	*	85%	84%	44%	48%
Mathematics	*	*	80%	82%	33%	36%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Reed ES	Reed USD
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of schools currently in Program Improvement		0
Percentage of schools currently in Program Improvement		0.00%

⌘ Not applicable. This school serves students in grades K-2, and the CST for science applies to grades 5, 8 and 10.

* Not applicable. This school serves students in grades K-2, therefore CAASPP testing results do not apply.

◇ Not applicable. The school and district are not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

Types of Services Funded

Our comprehensive school programs are supported by the General Fund (state and federal), local funding from a parcel tax, the Parent Teacher Association and the Foundation for Reed Schools. Approximately 90 percent of funding in RUSD is from local revenues. These programs include:

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



Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	◇
Health	0%

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, but in recent years, new textbooks have not been purchased because we are piloting aligned textbooks with California's new State Standards.

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 purposes. The committee makes a formal recommendation to the board on which materials to adopt.

The Reed Union School Board of Trustees ensures all students have access to their own textbooks and instructional materials to use in class. Textbooks used in Reed Union School District are from the state-approved list. Electronic resources are also selected from California-approved lists.

All students in music and art classes have access to appropriate textbooks and instructional materials. Del Mar Middle School offers the following visual and performing arts classes: drama, instrumental band, steel pans and arts. All content areas in K-8 also integrate online electronic resources into the instructional program from a variety of publishers.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	Houghton Mifflin (K-5)	2002
Mathematics	Eureka Math (K-5)	Pilot
Science	FOSS (K-5)	2008
History/social science	Scott Foresman (K-5)	2007

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2015-16 School Year
Data collection date		9/13/2016

Quality of Textbooks

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

Quality of Textbooks	
2015-16 School Year	
Criteria	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
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Professional Development

Teachers and administrators participate in multiple staff-development opportunities to support the district's strategic goals. On-site trainings, as well as the work of Professional Learning Communities (PLCs), are held on early release Wednesdays throughout the school year. Training continues on developing common assessments and the use of data to inform instruction. During the 2015-16 school year, math teachers at all schools received professional development on best instructional practices to teach the Common Core Standards. Work was also focused on common assessments and grading practices.

Teachers throughout the RUSD are advanced users of technology and continue to work to incorporate International Society for Technology in Education (ISTE) standards. K-5 staff members have expanded their use of iPads as electronic tools to enhance teaching and learning. Teacher leaders have continued to build a strong technology focus with district wikis and internal websites to incorporate and foster the PLC model. Teachers have been collaborating on implementation of Next Generation Science Standards.

To extend professional development time, most teachers and many instructional aides participated in an online Stanford University course on teaching math over the summer.

Professional Development Days		Three-Year Data		
	2014-15	2015-16	2016-17	
Reed ES	6 days	6 days	6 days	

◇ Not applicable.



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

School Facility Good Repair Status		2016-17 School Year	
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			7/29/2016
Date of the most recent completion of the inspection form			7/29/2016

School Safety

As a K-2 school within a small, suburban school district, we collaborate with the Marin 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 the following:

- Schoolwide character development and conflict resolution
- Social-skills groups
- Student support groups
- Psychologist and health-specialist support
- Parent-education programs coordinated through the PTA
- Electronic handbook explaining disciplinary policies

In accordance with the California Education Code, Section 32001, fire drills are held monthly at Reed School, earthquake drills are held quarterly and lockdown drills are held once each semester. The district works closely with the local police and fire departments to monitor drills, as well as to coordinate communication plans in case of an emergency. In October 2016, all Reed staff reviewed, updated, and practiced emergency evacuation procedures and protocols. The district also periodically practices an all-student emergency release drill, and Reed School is equipped with a three-day supply of water and food for emergency purposes.

The district uses an electronic alert system so parents can be instantly notified in an emergency through email, cellphone or landlines that connect the school to parents' place of work or home.



School Facilities

Reed School was initially built in the early 1950s, but since 2002, much of the 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 multipurpose 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 and eight classrooms. There is an additional staff-development room for staff meeting, professional development and parent trainings.

The Belvedere-Tiburon Recreation Department has been allocated space on the school site to run after-school programs. A private nonprofit child-care 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 three full-time custodians who work from early morning to late night. Staff members supervise students at arrival and departure times, lunch, and recess. The staff also monitors students in the car line as well as when embarking and disembarking school buses.

The entire Reed facility was renovated in 2002, and a portable classroom building was added in 2011 to address student enrollment growth. During the summer of 2014, a perimeter security fence was added around the entire campus. No major facility improvements are planned for the current school year.



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 Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.80
Psychologist	0.60
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.00
Other	
	FTE
Teacher on special assignment: math	0.33
Reading specialist	1.00
Resource specialist (teaching)	1.00
Music teacher	1.00
Art teacher	0.50
Physical education teacher	1.00
Physical education paraprofessional	0.53

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Reed USD	Reed ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	83	27	24	22
Without a full credential	2	1	1	1
Teaching outside subject area of competence (with full credential)	10	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Reed ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	1	1
Total teacher misassignments	0	0	1
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Reed ES	100.00%	0.00%
All schools in district	98.29%	1.71%
High-poverty schools in district	◇	◇
Low-poverty schools in district	98.29%	1.71%

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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	2014-15 Fiscal Year	
	Reed USD	Similar Sized District
Beginning teacher salary	\$50,069	\$44,507
Midrange teacher salary	\$78,137	\$68,910
Highest teacher salary	\$93,392	\$88,330
Average elementary school principal salary	\$180,503 [⊕]	\$111,481
Average middle school principal salary	\$154,014	\$115,435
Superintendent salary	\$227,088	\$169,821
Teacher salaries: percentage of budget	38%	39%
Administrative salaries: percentage of budget	7%	6%

Financial Data Comparison

This 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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Reed ES	\$7,217	\$81,909
Reed USD	\$9,463	\$81,909
California	\$5,677	\$71,610
School and district: percentage difference	-23.7%	+0.0%
School and California: percentage difference	+27.1%	+14.4%

[⊕] NOTE: During the 2014-15 school year Bel Aire Elementary School and Reed Elementary School shared one principal.

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$8,780
Expenditures per pupil from restricted sources	\$1,563
Expenditures per pupil from unrestricted sources	\$7,217
Annual average teacher salary	\$81,909

Expenditures Per Pupil

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



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, 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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request each year, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234