

Reed Elementary School

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Grades PreK-2 ▪ CDS Code 21-65425-6024657



Reed Union School District

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Dr. Kimberly McGrath, Superintendent ▪ kmcgrath@reedschools.org ▪ (415) 381-1112

Mission for the Reed Union Student

Each Reed Union School District (RUSD) student will receive the support and opportunity to develop the skills to be a:

Motivated Learner 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 Solver

- 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 Communicator

- 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 Citizen

- 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 Individual/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

Principal's Message

Reed Elementary School serves PreK-2 students within the Reed Union School District. Reed Elementary School delivers a comprehensive academic program that is aligned with California State Standards. All instructional decisions are grounded in 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 when eligible.

Because Reed School serves a PreK-2 student population, teachers and support staff are able to focus on the specific physical, cognitive, social, emotional and moral development of the primary-age learner. Each student receives instruction in language arts, math, science, social science, STEAM, physical education, library science, character education, art, Spanish, and music. The focus for the current school year includes an examination of the best practices in reading and writing instruction, social-emotional learning, and equity and inclusion practices. The Reed Union School District is very progressive and encourages staff to be innovative in the selection and implementation of resources and instructional methods, specifically those which foster development in collaboration, communication, critical thinking and creativity.

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 and Vision Statement

Each student will be challenged and inspired to reach their fullest intellectual, social-emotional and creative potential to positively impact the world.

RUSD Statement of Diversity and Inclusion

The Reed Union School District community is committed to creating and sustaining an inclusive, equitable and respectful environment in which each person has a sense of belonging and is provided the support to thrive.

The Reed Union School District community believes that valuing visible and invisible diversity is essential for an inclusive teaching and learning environment that fosters educational excellence for all.

Governing Board

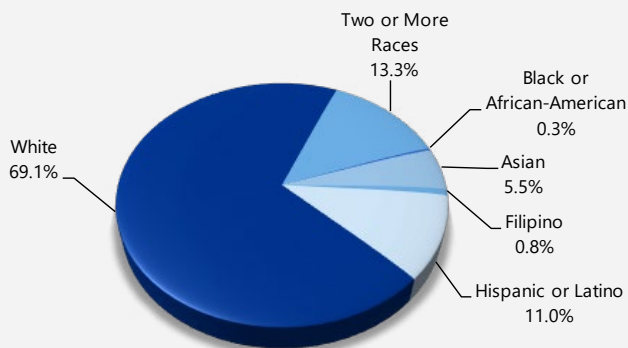
Sherry Wangenheim
Shelby Pasarelli Tsai
Liz Webb
Afsaneh Zolfaghari
Sandeep Sahai



Enrollment by Student Group

The total enrollment at the school was 362 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

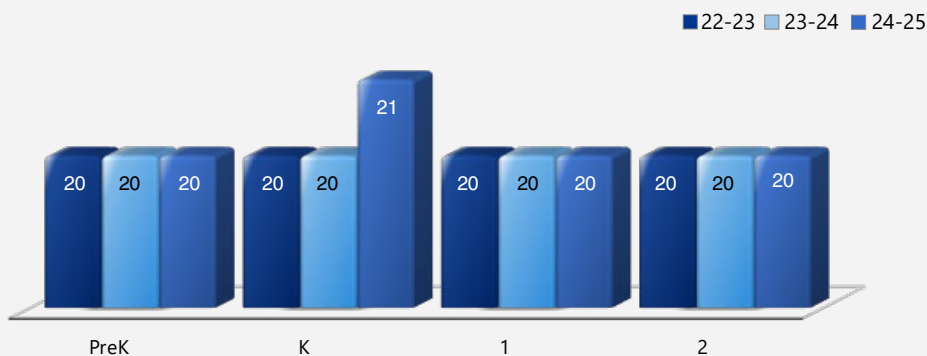
Demographics (2024-25 School Year)



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.

Average Class Size (Three-Year Data)



Number of Classrooms by Size (Three-Year Data)

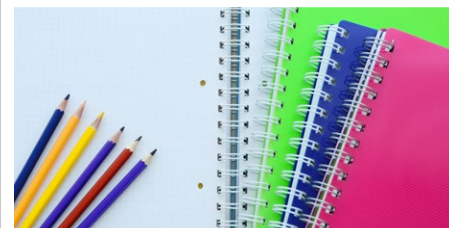
	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
PreK	2			2	1		2	1	
K	5			1	4		2	3	
1	5			3	2		3	2	
2	3	2		5			3	2	

Enrollment by Student Group

Demographics

2024-25 School Year

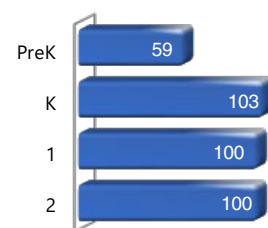
Female	51.10%
Male	48.90%
Non-Binary	0.00%
English Learners	3.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	2.80%
Students with Disabilities	6.10%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)									
	Reed ES			Reed Union SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.00%	0.00%	0.30%	0.90%	0.40%	1.00%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.30%	0.00%
Female	0.00%	0.00%
Male	0.60%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.60%	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	3.30%	0.00%

Parental Involvement

Reed School is a friendly, professional and supportive community. Parents and Community members are afforded many opportunities to be actively involved in leadership, decision-making and school activities. Collaborative leadership and decision-making are evident in parent participation in our Strategic Planning Committee, Spanish Task Force Committee, Facilities Master Planning Committee, Equity and Inclusion Committee, Belonging and Wellness Committee and the Parent Teacher Association (PTA). Participation in school activities includes classroom volunteer support, recess and lunch activities, field trips and schoolwide events.

Parents, community members and local businesses support our school and district through a parcel tax assessment and contributions to The Foundation for Reed Schools, which supports technology, art, music, library science, Spanish, P.E. and other programs and site enhancements. The PTA also supports many school-based activities and programs.

For more information on how to become involved at Reed School, please contact the office at (415) 381-1112.

Professional Development

Teachers and administrators participate in multiple staff-development opportunities to support the district's strategic goals. School site trainings, as well as the work of Professional Learning Communities (PLCs), are held on early release Wednesdays throughout the school year. Training continues in targeted areas including but not limited to developing common assessments, the use of data to inform instruction, curriculum, equity and inclusion practices, and using technology to enhance instruction and learning, when appropriate.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2023-24	4.5
2024-25	4.5
2025-26	4.5

School Safety

As a PreK-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
- Student support groups
- Psychologist, school social worker and school nurse support
- Parent-education programs coordinated through the PTA
- Staff-development training in Equity and Inclusion practices
- Electronic handbook explaining disciplinary policies

In accordance with the California Education Code, Section 32001, Reed School conducts monthly fire drills, quarterly earthquake drills, and lockdown drills twice a year. 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 September 2024, all Reed staff reviewed, updated and practiced emergency evacuation procedures and protocols. 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.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2025. The plan is regularly revisited throughout the year.

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	374	372	29	7.80%
Female	191	189	17	9.00%
Male	183	183	12	6.60%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	22	22	3	13.60%
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	42	41	3	7.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	52	52	4	7.70%
White	254	253	18	7.10%
English Learners	15	15	0	0.00%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	13	12	5	41.70%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	30	30	5	16.70%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Types of Services Funded

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

- Core subject-area instruction
- PreK-8 art, music and P.E. programs
- Spanish in grades PreK-8
- Elementary and middle school drama productions
- 1:1 iPad programs in grades PreK-8
- Learning Centers
- Reading and math intervention programs
- Elementary and middle school library programs
- Comprehensive professional development for all employees in equity and inclusion, and content area support of teachers and instructional aides
- Supplementary instructional materials for all students



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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).

CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Reed ES		Reed Union SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	⌘	⌘	69.33%	67.95%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Reed ES		Reed Union SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	⌘	⌘	76%	81%	46%	48%
Mathematics	⌘	⌘	74%	79%	34%	37%

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



CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. 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.

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.

Textbooks and Instructional Materials

The Board of Trustees adopts all textbooks by using the state-approved list and requirements.

A committee of teachers and administrators develop curriculum priorities and criteria in alignment with the District Strategic Plan. They review materials from the state-approved list. Materials to be piloted by classroom teachers are selected and used in the classroom for evaluation purposes. A formal recommendation is made to the Board on which materials to adopt.

The Reed Union School District Board of Trustees ensures all students have access to their own textbooks and instructional materials to use in class, and at home when appropriate.

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

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance	2018
Mathematics	Amplify Desmos (PK-5)	2025
Science	Mystery Science (K-5)	2020
History/social science	Benchmark Advance	2018*

* History/social science is embedded into the English language arts curriculum.

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public 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.

✧ Not applicable.

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

2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%

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 Textbooks

2025-26 School Year

Data collection date	9/9/2025
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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.

School Facility Good Repair Status (2025-26 School Year)	
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Fair
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair
Overall summary of facility conditions	Good
Date of the most recent FIT report	8/12/2025

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Systems	HVAC systems in MPR and Room 0. Repairing systems while researching a replacement.
Interior	Boys and Girls restrooms in the Lunch area tile need replacement. Boys and Girls restrooms by room 1 and 2 tile and partitions. The kitchen has general deficiencies due to age. MPR has general deficiencies due to age. Repair and replace as needed.
Structural	Roofs on Admin building, MPR and building 1 have intermittent leaks. Repair and replace as needed.
External	Siding on room 0. Windows not latching properly in most classrooms. Repair and replace as needed.

School Facilities

Reed School was built in the early 1950s. Since 2002, much of the campus has been modernized or rebuilt.

The school office building, kindergarten, first-grade classrooms and library were replaced with a two-story structure that accommodates eight classrooms, a learning center and a library. Additional kindergarten classrooms were added to make it possible to provide for a full-day program. The first- and second-grade classrooms and the multipurpose room were renovated, and a new playground and athletic field were added. An additional building was constructed for the school office and teacher workstation.

A portable classroom was added in 2011 to address growing student enrollment. During the summer of 2014, a perimeter security fence was installed around the entire campus. No major facility improvements are planned for the current school year.

A dedicated STEAM Lab was designed and launched in 2016. All students participate in hands-on lessons in engineering, coding, robotics and circuitry.

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School Facilities

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A Builder's Studio was designed and installed in fall of 2019 to support hands-on learning in engineering design, a component of the Next Generation Science Standards.

A schoolwide garden was revitalized in spring of 2019 through the generous support of a local community business, Woodland's Market. The garden is used to support lessons in earth science in grades K-2.

A large permanent shade structure was installed to the upper portion of the campus in fall of 2020. The structure serves as a protected lunch area, outdoor learning area and meeting/assembly location for the school community.

Reed School expanded to welcome PreK students beginning in fall 2022. PreK is a full-day program and is integrated into the broader school community.

The Belvedere-Tiburon Joint Recreation Department (The Ranch at Dairy Knoll) is 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.

Staff members supervise students during arrival and departure times, and monitor students in the car line as well as when embarking and disembarking school buses. Students are also supervised by staff during lunch and recess.

The school is in good condition overall, however facilities are aging and there are certain areas with deferred maintenance which have been identified as being in fair condition.

The school is cleaned daily by a staff of three full-time custodians in addition to district groundskeepers. The Reed Union School District Maintenance and Operations Department promptly addresses necessary repairs entered into the ticket system by Reed office staff.

In the 2023-24 school year, Reed School installed two new playgrounds. In 2025, an outdoor sound system was installed to enhance safety and to provide sound capabilities for outdoor assemblies and events.



Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement (2021-22 School Year)

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)	17.4	97.8%	65.0	92.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.5	2.1%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	2.2%	3.9	5.5%	11,953.1	4.3%
Unknown	0.0	0.0%	0.1	0.1%	15,831.9	5.7%
Total Teaching Positions	17.8	100.0%	70.5	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

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)	17.9	92.2%	62.5	90.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5	7.7%	5.4	7.9%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	1.0	1.5%	11,746.9	4.2%
Unknown	0.0	0.0%	0.0	0.0%	14,303.8	5.2%
Total Teaching Positions	19.4	100.0%	69.0	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

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)	19.4	95.1%	68.3	98.1%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	4.9%	1.0	1.4%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.3	0.5%	12,112.8	4.3%
Unknown	0.0	0.0%	0.0	0.0%	13,705.8	4.9%
Total Teaching Positions	20.4	100.0%	69.7	100.0%	278,927.1	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	1.5	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	1.5	1.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.4	0.0	0.0
Total Out-of-Field Teachers	0.4	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

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%	3.5%	2.7%
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%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year

	Ratio
Pupils to Academic counselors	365:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.60
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.80
Resource specialist (nonteaching)	0.93

Financial Data

The financial data displayed in this SARC is from the 2022-23 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.

Salary Data (2023-24 Fiscal Year)		
	Reed Union SD	Similar Sized District
Beginning teacher salary	\$68,822	\$55,247
Midrange teacher salary	\$107,404	\$80,745
Highest teacher salary	\$132,147	\$109,655
Average elementary school principal salary	\$190,275	\$133,828
Average middle school principal salary	\$197,826	\$142,253
Superintendent salary	\$262,650	\$155,953
Teacher salaries: percentage of budget	33.01%	25.26%
Administrative salaries: percentage of budget	6.55%	6.12%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Reed ES	\$9,971	\$113,291
Reed Union SD	\$18,284	\$119,762
California	\$11,146	\$85,291
School and district: percentage difference	-45.5%	-5.4%
School and California: percentage difference	-10.5%	+32.8%

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://dq.cde.ca.gov/dataquest>. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$14,594
Expenditures per pupil from restricted sources	\$4,623
Expenditures per pupil from unrestricted sources	\$9,971
Annual average teacher salary (excluding benefits)	\$113,291
Annual average teacher salary (with benefits)	\$152,160



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.

School Accountability Report Card

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