

Bel Aire Elementary School

277 Karen Way Tiburon, CA 94920 ▪ <https://belaire.reedschools.org>
John DiCosmo, Principal ▪ jdicosmo@reedschools.org ▪ (415) 388-7100
Grades 3-5 ▪ CDS Code 21-65425-6024616

We are safe, kind and fair. We are citizens of Bel Aire.



Reed Union School District

277 A Karen Way Tiburon, CA 94920 ▪ www.reedschools.org
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

Bel Aire Elementary School serves grades 3-5 in the Reed Union School District. Bel Aire was recognized as a California Distinguished School in 2023, 2014, 2013, 2010, and 2001 and has received both the National Blue Ribbon and National Technology awards.

Bel Aire School employs evidence-based teaching and learning strategies. We are student-centered and we believe that students have an active role in their learning. We encourage students to self-advocate, take risks, accept challenges, reflect on their progress, and have fun while learning. Bel Aire School takes a responsive approach to student discipline to create a school climate that supports academic and social growth.

All students receive instruction in literacy, math, science, social studies, physical education, information and digital literacy, STEAM, art, Spanish, and music. Bel Aire School supports the whole child's development by balancing a rigorous academic curriculum with a focus on social-emotional well-being.

Goals for the 2024-25 school year include utilizing research-based reading practices, adopting updated math and social-emotional curricula, and implementing current best practices in teaching and learning.

Bel Aire School has small class sizes, and provides many programs to meet the individual needs of students with diverse abilities. These programs are led by school administrators, teachers, resource specialists, intervention specialists, media specialists, speech pathologists, school psychologists, counselors, instructional aides, and campus supervisors. Bel Aire has a variety of classes, clubs, activities, and student leadership programs to engage students and foster their sense of belonging.

Bel Aire School is a cooperative and caring community whose mission is to provide its students with academic disciplines that encourage critical thinking, problem-solving, and creative expression. Parents and staff work together to create a safe, supportive environment that develops capable, confident, inclusive, and kind children.

School Mission Statement

Bel Aire Elementary School is a community of learners and collaborators. We practice habits of mind to support learning (growth-mindset, resilience, perseverance and collaboration) and kindness (mindfulness, gratitude, compassion and inclusivity). We set goals and take accountability for our learning by understanding learning targets and success criteria. We make friends and resolve conflicts because we are peacemakers and change agents.

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

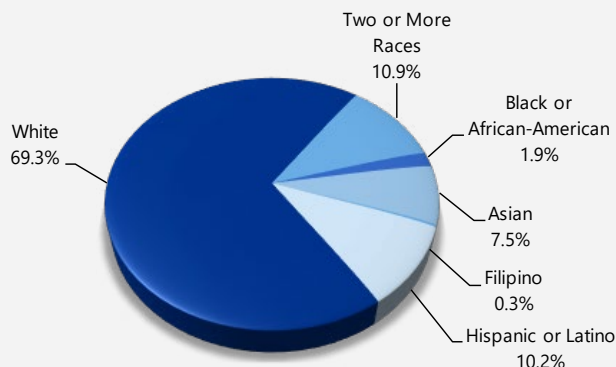
Sandeep Sahai



Enrollment by Student Group

The total enrollment at the school was 322 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

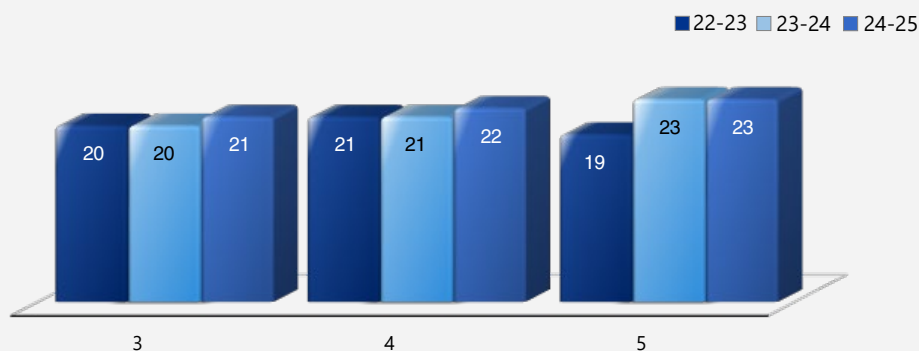
Demographics (2024-25 School Year)



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+
3	4	1		2	3		2	3	
4	1	4		1	4			5	
5	5				5			5	

Enrollment by Student Group

Demographics

2024-25 School Year

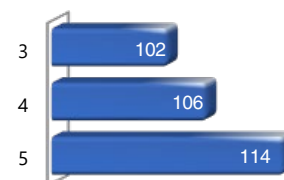
Female	46.30%
Male	53.40%
Non-Binary	0.30%
English Learners	2.80%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	8.10%
Students with Disabilities	11.50%



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)									
	Bel Aire 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%	0.60%	0.60%	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	0.60%	0.00%
Female	0.70%	0.00%
Male	0.60%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.90%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.40%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.40%	0.00%

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

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

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97.00%	97.00%	99.00%	96.00%	100.00%

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	330	330	32	9.70%
Female	155	155	13	8.40%
Male	174	174	19	10.90%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	26	2	7.70%
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	5	14.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	35	35	2	5.70%
White	227	227	20	8.80%
English Learners	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	33	33	10	30.30%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	46	46	4	8.70%

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

School Safety

As a small 3-5 grade school in the PreK-8 Reed Union School District, we collaborate with the Marin County Office of Education, local law-enforcement agencies and other outside services to provide a variety of programs that create a safe learning environment. Examples of programs in place include the following:

- Conflict resolution
- Character development
- Social learning groups
- Student support groups
- Psychologist, counselor and health-specialist support
- Parent education programs coordinated through the PTA
- Staff-development training in Teaching Tolerance and diversity, equity and inclusion
- Electronic handbook and websites with disciplinary policies

In accordance with the California Education Code, Section 32001, Bel Aire School conducts monthly fire drills, quarterly earthquake drills and lockdown drills once each trimester. The district works closely with the local police and fire departments to monitor drills as well as coordinate communication plans in case of an emergency. Bel Aire 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 landline at work or home. A Disaster Response Committee, made up of parents, first responders and school staff, meets periodically throughout the year to review emergency plans and procedures, as well as to update the safety plan.

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

California School Dashboard

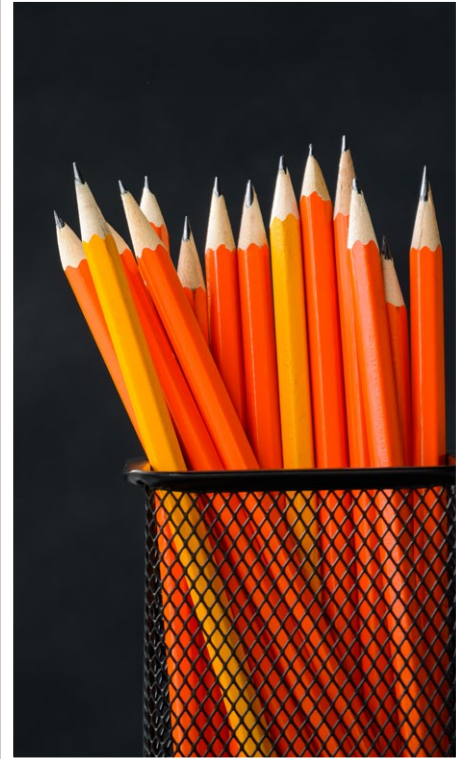
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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)						
	Bel Aire ES		Reed Union SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	62.93%	63.72%	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)						
	Bel Aire ES		Reed Union SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	74%	78%	76%	81%	46%	48%
Mathematics	74%	76%	74%	79%	34%	37%

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.

CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	113	113	100.00%	0.00%	63.72%
Female	56	56	100.00%	0.00%	66.07%
Male	56	56	100.00%	0.00%	60.71%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	12	12	100.00%	0.00%	75.00%
White	84	84	100.00%	0.00%	65.48%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖	❖
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	13	100.00%	0.00%	38.46%

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



CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	327	324	99.08%	0.92%	77.78%
Female	153	153	100.00%	0.00%	82.35%
Male	173	170	98.27%	1.73%	73.53%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	25	24	96.00%	4.00%	91.67%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	34	34	100.00%	0.00%	52.94%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	37	37	100.00%	0.00%	78.38%
White	224	223	99.55%	0.45%	80.72%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	26	26	100.00%	0.00%	46.15%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	42	42	100.00%	0.00%	47.62%

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



CAASPP Test Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	327	325	99.39%	0.61%	76.31%
Female	153	153	100.00%	0.00%	72.55%
Male	173	171	98.84%	1.16%	79.53%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	25	25	100.00%	0.00%	96.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	34	34	100.00%	0.00%	64.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	37	37	100.00%	0.00%	78.38%
White	224	223	99.55%	0.45%	75.78%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	26	26	100.00%	0.00%	46.15%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	42	42	100.00%	0.00%	47.62%

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



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.

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	0%
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)	Fair
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	8/13/2025

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	A, B and C building furnaces showing age, 22 years since they were installed. Sewer issues with all rooms in M building (portables). Repair as needed.
Interior	Deficiencies noted in M building (portables). Repair or replace as needed.
Structural	Skylights in A, B and C buildings leaking more frequently. Roofs of all M building (portables) rooms leak in heavy rain. Repair and patch leaks as they are reported.
External	South facing exterior doors on A, B and C buildings are showing weather damage. M building (portables) doors and window glass deteriorating due to age. Repair or replace as needed.

Parental Involvement

Parents participate in Parent Teacher Association (PTA)-sponsored activities and assist in classroom activities, library support, student clubs, class trips, and schoolwide events. Parents also serve on the Strategic Planning Collaborative, the Board of Trustees, and multiple district committees.

Parents, community members and local businesses support our schools through a parcel tax assessment, and contributions to The Foundation for Reed Schools, which supports technology, library, art, music, 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 Bel Aire School, please contact the office at (415) 381-1112.

School Facilities

The original Bel Aire School building was constructed in the 1950s.

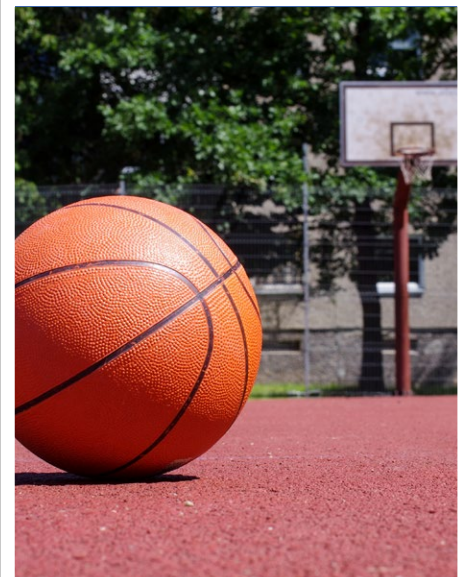
Since 2004, most of the facilities have been modernized or rebuilt. All 12 original regular classrooms and all restrooms were modernized. Buildings added during that time include a multipurpose room, staff lounge, kitchen, school library, staff development room, covered lunch area, media center, learning center, learning academy and seven new classrooms. Asbestos was removed and new roofs were installed on all campus buildings. New athletic fields were added in 2007-08.

In 2023-24 Bel Aire School installed a full-scale modern and inclusive play structure for students and the community. The design and installation process was completed after two years of planning and stakeholder input.

The school is in good condition overall, however facilities are aging and there are certain areas with deferred maintenance that 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 Bel Aire office staff.

Staff members supervise students during arrival and departure times and monitor students when embarking and disembarking school buses. Students are also supervised by staff during lunch and recess. Bel Aire staff have been trained to supervise accordingly.



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)	20.3	97.7%	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)	0.3	1.8%	3.9	5.5%	11,953.1	4.3%
Unknown	0.1	0.5%	0.1	0.1%	15,831.9	5.7%
Total Teaching Positions	20.7	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	100.0%	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)	0.0	0.0%	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	17.9	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)	18.1	100.0%	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)	0.0	0.0%	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	18.1	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	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

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	0.3	0.0	0.0
Total Out-of-Field Teachers	0.3	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%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	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	326:1
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	0.33
Nurse	0.33
Speech/language/hearing specialist	0.80
Resource specialist (nonteaching)	1.73

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
Bel Aire ES	\$10,675	\$128,439
Reed Union SD	\$18,284	\$119,762
California	\$11,146	\$85,291
School and district: percentage difference	-41.6%	+7.2%
School and California: percentage difference	-4.2%	+50.6%

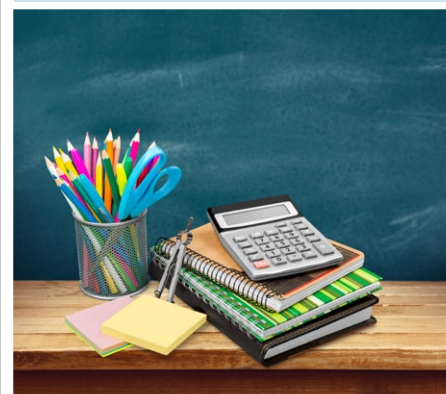
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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	\$16,571
Expenditures per pupil from restricted sources	\$5,896
Expenditures per pupil from unrestricted sources	\$10,675
Annual average teacher salary (excluding benefits)	\$128,439
Annual average teacher salary (with benefits)	\$160,586



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

Published by:

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