

Reeds Creek Elementary School

18335 Johnson Rd • Red Bluff • 530.527.6006 • Grades TK-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Reeds Creek Elementary School District

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Red Bluff
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District Governing Board

Howard Parks
Sheila Walker
Kim Inman
Casey Parks
Trisha Blair

District Administration

Cindy Haase
Superintendent
Cindy Haase
Principal

School Description

The Reeds Creek School District is one of three original districts in Tehama County with records dating back to the mid 1860's. As you drive west on Reeds Creek Road you pass the "Little Red School House" which was deeded to the district in 1915. This property was deeded back to the original owners in October 2006, as the property was no longer needed as a school. Our school district represents the second largest geographical area in Tehama County. It spans south to within four miles of the small town of Paskenta and north to Callahan Road. It is bordered by Wilder Road on the east and runs as far west as Saddle Camp. Reeds Creek School operates on a traditional calendar. Average Enrollment over the 2016/17 school year was 153 students, serving transitional kindergarten through eighth grades.

Reeds Creek School is situated on an eight and one half acre site. Approximately five acres are planted in lawn for student use. Structured facilities include the following: a 4 classroom building houses the primary grades and our Resource Program, two adult and two student restrooms and a teacher workroom/kitchen/lunchroom area. There is one two classroom building housing the /5th grade, and the other room is used for our after school program. There is a multi-purpose room/cafeteria building, which includes the main office, health room, principal's office, and two student/community restrooms. South of the gym is a newer pod of classrooms housing grades 6-8, two additional student restrooms, and two adult/staff restrooms. There is a library/ "Media Center" with books, a computer lab, and work space, and a classroom designated for Resource. In addition, all classrooms have basic access to technology for instruction and learning. There are buildings on the campus used specifically for storage, and a certified greenhouse used to grow a variety of plants and edibles.

During the 2000-01 school year, the district re-roofed two of our buildings, installed newer and more efficient heaters/coolers (in areas of highest need), and resurfaced the parking lot and outdoor basketball court. In the summer of 2001, new playground structures were added thanks to a Safety Grant made available to the district. In the summer of 2002 a renovation grant was used to re-carpet most of the school, and new linoleum was installed in the kitchen and entryways. A new gym floor was also installed. In the summer of 2003 the main buildings were painted. Modernization funding in 2007/2008 provided for the replacement/construction of the upper grade pod of classrooms to facilitate student growth, and the library/media center building was also installed. The modular buildings that were existed there prior to this were replaced, put into service as a storage building, and one was rehabbed and became our district office in 2016. Hardship funding also provided drainage and a new safe gymnasium floor, and was completed during the winter of 2007. In 2013, new roofing was installed on rooms 1,2,3 and 4. Several classrooms received technology upgrades over the last three years. After a three year Williams Act evaluation, Reeds Creek School met all the state standards for safety and instructional equipment.

Reeds Creek School offers students a clean, modern, well-maintained, safe place for student learning. A strong effort has been made by the District to maintain the buildings and grounds. The District keeps a deferred maintenance fund and is working on updates to the deferred maintenance plan. As the various construction projects are completed, the entire school is slated to be painted to match, utilizing monies from the deferred maintenance fund.

In January 2007, through a government grant, the school purchased a new school bus. The bus was the first in Tehama County to have seat belts (with the exception of special needs buses). Utilizing those same government funds, Reeds Creek applied for a second new school bus during the summer of 2008, and following approval from the state, purchased and received that bus in December of 2008.

A technology grant was secured in 2014 and the installation of high speed fiber optic lines was completed in the fall of 2016. However, the district discovered it also needed to upgrade its technology infrastructure in order to meet the demands of the higher capacity that fiber optics provided. Equipment has been purchased and is providing students with relevant technology instruction and increased opportunity for practice. We are currently at 90 devices for students and the goal is to have a device for every student as soon as the beginning of the 2018-19 school year.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

Reeds Creek School has a cafeteria and serves breakfast, lunch, and dinner. Our cafeteria staff receive yearly training on food safety, kitchen sanitation, and nutrition. They work closely with teachers, students, and their families to disseminate nutrition education and promote wellness. Our program promotes healthy choices and offers students many options to choose from as they build meals that meet state nutrition guidelines and are appealing to eat. Feedback has been very positive from all stakeholders.

The District's mission statement is to establish a culture of high expectations and a foundation for future learning for all students within a safe environment. Our vision is that the school, through innovation and collaboration, will produce learners who exhibit responsibility, high levels of academic achievement, and 21st Century skills.

The Reeds Creek Board of Trustees is an active, hard working group. They are members of the California School Board Association and the Small School Districts Association. During the past few years, some members of the board have attended conferences on school board effectiveness and safety conferences in order to meet the ever-changing demands of school districts. The Board of Trustees, which meets the third Thursday of each month at 4:30 p.m., is comprised of the following;

- Howard Parks: President: Term expires December 2018
- Sheila Walker: Term expires December 2020
- Trisha Blair: Term expires December 2020
- Kim Inman: Term expires December 2020
- Casey Parks: Term expires December 2020

The primary responsibility of the principal/Superintendent, Cindy Haase, is the daily operation of the school. She is responsible for communication the Board of Trustees and serves as secretary to the board. The district currently employs a full time Administrative Assistant.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	21
Grade 1	15
Grade 2	19
Grade 3	14
Grade 4	17
Grade 5	20
Grade 6	8
Grade 7	22
Grade 8	15
Total Enrollment	151

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	4.6
Asian	0
Filipino	0
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0
White	80.1
Two or More Races	0
Socioeconomically Disadvantaged	57.6
English Learners	1.3
Students with Disabilities	7.3
Foster Youth	2.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Reeds Creek Elementary School	15-16	16-17	17-18
With Full Credential	5.6	5.7	6.8
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Reeds Creek Elementary School District	15-16	16-17	17-18
With Full Credential	◆	◆	6.8
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Reeds Creek Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Teachers and administration recommended Common Core aligned materials off the state approved list for math (in 2015-16) and ELA/ELD (in April 2016). The local governing board adopted the materials after selection, review, and public inspection and hearings were completed. New CCSS aligned science and history materials are to be purchased at a later date; until then, we are using current materials. Due to an unexpected influx in new students, we were deficient several copies of the science and history books when we counted textbooks in September 2016. We have since re-ordered replacement textbooks, borrowed books from other schools, and are using supplemental sources (Kinder-Starfall for history) so that there are no longer deficiencies and each student has the materials they need to be successful.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5/6 Houghton-Mifflin/Journeys (ELA/ELD) 6-8 Houghton-Mifflin/Collections (ELA/ELD) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5/6 Math Expressions 6-8 Carnegie The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5 Houghton Mifflin 6-8 CPO The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	K-6 MMH California Vistas 7-8 Holt K - supplemental use of Starfall and teacher created materials The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A
Health	Champions for Change - Network for a Healthy California • Powerplay Myplate.gov Dairy Council of America Rethink Your Drink.com SPARKS - Physical Education The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Reeds Creek School prides itself in being a safe, clean, and well-kept campus. We have a full-time employee who fills a combined position of maintenance, custodial, and grounds care (CMG). This individual cleans the classrooms, office areas, restrooms, gym, and food service areas daily. Other tasks are prioritized and completed afterwards. The district added a new classroom in 2015-16, and one more in 2016-17; this increased the demands on our CMG. Due to the increased demands on our CMG, a lawn service company was contracted to cut and mow the grass so that our CMG had the time he needed to complete the cleaning and maintenance of the campus and all buildings.

The entire school is monitored closely by the administrator and CMG. Staff reports issues via the work order process, and emergencies are communicated immediately to the principal. Work orders are prioritized and added to the CMG's schedule for completion. Repairs to fencing have been made, and the district continues to make new improvements around campus that lead to improved student safety.

A cafeteria/multi purpose room is available to accommodate our food service program and our indoor sports and PE program. The library and computer labs support our regular instructional program by providing our students with supplemental services. Each classroom has computers for student use and teacher instruction; along with the lab in the media center. Computers are starting to age and adequate bandwidth continues to be an issue, but access is available to students and staff.

Reeds Creek’s playground, classroom, and cafeteria rules are reviewed frequently and distributed to parents and to students at the beginning of the school year (and as needed after this). All teachers discuss these rules and procedures with their students at the beginning of the year and at every trimester, at a minimum.

Fire and disaster procedures are posted in each room, and teachers instruct the students on the proper procedure to follow in case of fire or disaster. Fire drills are conducted each month and logged in at the main office. Cal-fire and NCSIG inspections both review this log during their site visits.

Finally, the school district maintains a close working relationship with local law enforcement and emergency personnel, and utilizes these relationships to participate in “mock drills” to better improve communication between agencies. Monthly fire drills, and intruder alert drills are also practiced. These agencies are welcome to watch the process and provide us with constructive feedback. Cal-fire generally does this at least once per year.

Members of the school board and administration attend a yearly Tehama County School Safety Summit. Safety practices are reviewed and discussions follow this annual event.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym Boys bathroom exhaust fan needs replacing, 2 boys bathrooms need repair of floor drains. HVAC units in Main and District offices need replacing.
Interior: Interior Surfaces	X			Small wall repairs needed, missing paint in areas. Planning to fully paint room 6 and repair necessary small wall repairs. Gym restrooms - Tile will be re-caulked over the summer. Room 5 tile needs replaced - this is a large project and looking into cost to repair over summer months. Floor molding in room 9 continues to be an issue.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Deficient weather striping in doorways causing pest/vermin access in many areas as listed: storage/cooks office, gym, Maintenance office, quad restrooms - Replacing all door weather striping in areas designated during April break.
Electrical: Electrical		X		Plug in Room 5 needs repaired - will repair during April Break. Electrical boxes located in Maintenance Storage and Kitchen Storage needs proper labeling for safety.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain near basketball courts needs replacement parts.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Leaking gutters on Main and District Offices. Room 2 and 3 has slightly warped walls from weather damage - this is a large project and looking into cost to repair with grant funds. Small roof leak in gym.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Baseball backstop needs re-chained - This will be completed over the April break.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	43	36	43	36	48	48
Math	29	25	29	25	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	23	22	95.7	50.0
Female	13	12	92.3	41.7
White	18	17	94.4	47.1
Socioeconomically Disadvantaged	17	16	94.1	56.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	87	50	87	50	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5		16.7	44.4
7	15.8	26.3	26.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	97	98.98	36.08
Male	50	49	98	28.57
Female	48	48	100	43.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	77	77	100	36.36
Socioeconomically Disadvantaged	56	55	98.21	27.27
English Learners	--	--	--	--
Students with Disabilities	11	11	100	18.18
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	97	98.98	24.74
Male	50	49	98	28.57
Female	48	48	100	20.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	77	77	100	25.97
Socioeconomically Disadvantaged	56	55	98.21	18.18
English Learners	--	--	--	--
Students with Disabilities	11	11	100	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

We have a high level of parent participation at Reeds Creek School. The principal and teachers have open door policies, and are always available to meet with parents and discuss concerns and new ideas. Parents are invited to volunteer in the classroom, attend assemblies and field trips, and help with special events and projects around school. They are invited to join our Site Council and provide feedback that informs our LCAP. Parent conferences are held 2-3 times per year to review academic achievement in the classroom, and parents are invited to attend 504, IEP, and SST meetings and their contributions are valued. The auto dialer phone system is used to send out weekly messages to parents and monthly newsletters are sent home to inform them of upcoming events and important information. A list of annual parent volunteer opportunities is distributed at the beginning of school, at Back to School Night, and invitations are made via personal invite by staff or by our auto-dialer.

Parents are encouraged to participate in the Reeds Creek Parent Club. This club is comprised of parents and stakeholders in the Reeds Creek community. A membership drive is held at the beginning of the school year and a nominal fee is charged. The group hosts several community building and fundraising events throughout the school year. They support a variety of school functions and make many contributions to our school. The club supports student activities, technology, funds field trips, purchases sports uniforms, and provides incentives for individual classrooms.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

One of the goals of Reeds Creek School is to provide an orderly, safe, and clean environment for children. Reeds Creek Comprehensive School Safety Plan (CSSP) was updated and approved on 11/4/15 for the 2015-2016 school years. We are currently working on updates for the 2017-18 school year and the revised plan will go to the board of trustees in February 2018.

Key elements of the CSSP include: lockdown procedures, campus disorder, threatening intruder, air pollution, severe wind/weather, insect bites, utility failures, evacuation procedures, earthquake procedures, bomb threats, flooding, and fire/explosion procedures. Additionally it includes suspension and expulsion policy, discrimination and sexual harassment policies, complaint procedures and dress code guidelines. Current edits are focusing on response to active shooters, in light of recent national events and changes in training procedures.

In addition to this Safety Plan, administration also works with the Tehama County Department of Education and local law enforcement on updates and revisions to our site Crisis Plan. Extended training opportunities are provided to staff by the Department of Education, Keenan, Northern California Schools Insurance Group, and local law enforcement agencies. Administration and Board Members attend the Tehama County Department of Education School Safety Summit in February of each year.

The school's liability carrier, the local fire department, and Tehama County Environmental Health inspect the facility annually. The school is provided with a yearly checklist of items to correct for safety improvements. Our FIT (Facility Inspection Tool) report is completed and submitted annually for acceptance by our Board of Trustees. And, our custodian/maintenance person conducts monthly reviews of our facility and playground, and notes anything needing repairs or replacement. Monthly fire drills are conducted and practiced, as well as earthquake drills and lockdown practices, which are practice at least twice per year.

Emergency medical supplies and communication equipment are located at the school site. Every employee has a radio to carry with them throughout their day and we installed new surveillance cameras around the campus and a PA system to increase communications and eliminate blind/dead areas around the site. In addition, the auto-dialer can be used to notify parents and staff of emergency situations.

Copies of the plans are on file in the District Office and with the Tehama County Department of Education.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.5	3.2	3.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.5	3.2	3.0
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	FFS
Social Worker	0
Nurse	.05
Speech/Language/Hearing Specialist	.2
Resource Specialist	.6
Other	2.5
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	19	21	1	1				1			
2	25	25	24				1	1	1			
3		23	24					1	1			
4	24						1					
5	19	26	23	1				1	1			
6	17		22	1					1			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Professional Development needs were identified through the DSLT process, individual and group requests, and state and county office directives. They were also thoughtfully selected through analysis of data and gleaned from assessment results, stakeholder feedback, and administrative/teacher observation. Many providers were accessed for professional development and training, including the Tehama County Department of Education, Shasta County Office of Education, Placer County Office of Education, local public agencies, neighboring schools, and private vendors. Training topics included Technology, PBIS (Positive Behavior Interventions and Supports), Common Core training in core subject areas (ELA/ELD, Math, Science), Smarter Balanced/CAASPP testing/assessment training, academic and behavioral interventions and strategies, LCAP development and monitoring, specific curricula and publisher related materials training, working with English Learners and Special Populations, various health and safety trainings (first aid, CPR, CPI, Nurtured Heart, Applied Behavior Analysis, nutrition/wellness, and physical activity/instruction). Areas for specific development of vocational skills and broadening of knowledge so as to improve staff effectiveness on the job was also identified and supported (personnel/human resources, school administration, fiscal related, attendance/truancy, cafeteria/nutrition, etc.) Some training and PD was conducted through off site meetings, on site

meetings, workshops, conferences, webinars, etc. Staff was supported through mentoring and coaching, release time to attend meetings, review data, and develop/revise plan; and, the district set aside time for training and paid for substitutes on most occasions.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	40,378	\$42,598
Mid-Range Teacher Salary	56,722	\$62,232
Highest Teacher Salary	70,125	\$80,964
Average Principal Salary (ES)	83,664	\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary	24,650	\$117,868
Percent of District Budget		
Teacher Salaries	28%	32%
Administrative Salaries	8%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A primary goal of the Board of Trustees and the staff of Reeds Creek School District is to provide a positive learning environment that will foster self-esteem, a desire to learn, and the willingness to pursue education beyond the eighth grade level. Nurtured Heart is used school-wide with a positive rewards system implemented in each classroom. PBIS (Positive Behavior Interventions and Supports) training is also influencing staff's effectiveness at managing difficult behaviors and improving school climate for everyone.

Academic achievement (Principal's Honor Roll and Honor Roll), citizenship, perfect attendance are recognized each trimester. Student effort in specific areas is also recognized and reinforced. Classroom awards, certificates, public and private acknowledgements, and incentives are some of the ways we show our students that we are proud of their efforts. Awards assemblies are held at each trimester and positive notes are posted in the school bulletin boards. In addition, sixth through eighth grade students are recognized through the Elks' Student of the Month program. Eighth grade students are rewarded with field trips to Red Bluff High School a few times during the school year to attend events. This reward has an added benefit as it gets students onto the campus that they will be attending next year.

A Common Core curriculum is provided to all students. The district continues to adopt new curricula for each core subject as funds and materials become available. New Common Core math and ELA/ELD materials are in place and teachers and students alike are seeing the benefits of the new curricula. Interventions to support academic learning were increased and expanded this year; including the addition of targeted, small group instruction with both certificated and classified staff. Teachers continue to offer after school tutoring to students, focusing in on key areas of academic need. In addition, the district has an agreement with the SERRF program to provide supplemental services for our Kindergarten and Transitional Kindergarten students, providing them with up to 150 minutes of additional daily enrichment at no cost to our families. An additional SERRF employee was added this year in order to accommodate all of the families wishing to have their children attend SERRF.

The Accelerated Reader program continues to grow. We added additional reading materials (fiction, non-fiction, and reference) and books to our school and classroom libraries, including new materials for our English Learners printed in both English and Spanish. We will continue to work on building these libraries.

Our one day per week PE specialist provides specific PE instruction to students to supplement the program that the general education teachers are providing. This has been met with much enthusiasm from students, parents, and teachers. Teachers are enjoying a small amount of preparation time during their schedule period with the PE specialist.

Reeds Creek School provides instruction in drug and alcohol awareness, prevention, healthy eating and living choices. We promote living a drug-free lifestyle to our students and community. Second Step and Botvin intervention programs are taught in classrooms and in small groups.

Part-time paraprofessionals work in the primary classrooms, assisting with academic and behavioral supports and student supervision. Impacted classrooms and areas of special need may also receive additional support from our paras. Counseling services are available through Children's First and Alternatives to Violence as well as the School Psychologist.

The school continues to upgrade our technology infrastructure along with purchasing chrome books for grades 6,7, and 8, and iPads for teachers and small group instruction. Upgrades to our technology devices and infrastructure continue to happen as funds become available through grants, district funds, and Parent Club donations. Two Chromebook carts with a total of 60 Chromebooks were added in the 2016-17 school year. Plans for two more are in place for the 2017-18 school year. The goal is to have a 1:1 ratio of computers to students.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8696	1406	7290	50988
District	◆	◆	7290	
State	◆	◆	\$6,574	\$61,939
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			10.9	-17.7

* Cells with ◆ do not require data.

Our small district continues its partnership with Tehama County Department of Education, Red Bluff High School, and other agencies to provide staffing for special education services (RS, Psych, Speech & Language, etc.), SARB, technology support, fiscal services, and professional development. These services are too expensive to provide on our own, so we rely heavily on our partners to assist us in these areas.

Participation in extra curricular activities are encouraged and supported. A wide variety of extra curricular activities are offered, including student council and sports (soccer, volleyball, basketball and softball). Field trips are encouraged for all classes and supported through district funding and the donations of our community. 8th grade has an annual class trip to celebrate their achievements and upcoming graduation. Students participate in activities such as the Tehama County Literary Festival, author visits, Leadership Conferences, Art Celebration, Science Fair, Ide Abohe Historical Days, Fair and Farm Education Days, and many others.

Alternative Programs

The district does not have a Community Day School, Special Day program, or long-term independent study program. There are no additional alternative programs available on site. Services such as these are contracted out through SELPA and with participating districts on an as needed basis.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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).

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.