

Reeds Creek Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Reeds Creek Elementary School
Street	18335 Johnson Rd
City, State, Zip	Red Bluff, CA 96080
Phone Number	530-527-6006
Principal	Mrs. Jamie Helman
Email Address	jhelman@reeds creek.org
School Website	www.reeds creek.org
Grade Span	K-8
County-District-School (CDS) Code	52716470000000

2025-26 District Contact Information

District Name	Reeds Creek Elementary School District
Phone Number	530-527-6006
Superintendent	Mrs. Karin Matray
Email Address	kmatray@reeds creek.org
District Website	www.reeds creek.org

2025-26 School Description and Mission Statement

The Reeds Creek School District is one of three original districts in Tehama County with records dating back to the mid-1860s. Our school district represents the second-largest geographical area in Tehama County. Reeds Creek School is situated on an eight-and-one-half-acre site with a very large green lawn for the students to enjoy. At this time, there is one classroom per grade, a library, a gym/cafeteria/office, a District Office, 4 adult and 4 student bathrooms, a greenhouse, and a storage facility. All classrooms are equipped with high-speed internet and our device-to-student ratio is 1:1. Reeds Creek School operates on a traditional calendar. The average Enrollment over the 2024-2025 school year was 195 students, serving transitional kindergarten through eighth grade. Reeds Creek School District is a one-school district with an excellent reputation. We have a consistent 60% interdistrict transfer rate into the district.

2025-26 School Description and Mission Statement

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 entire school was painted and the siding was replaced/repaired in the summer of 2020. Facility and safety updates are ongoing with two new classrooms added in 2024. Reeds Creek School has a cafeteria and serves breakfast, lunch, and supper at no charge for all students.

The District's mission statement: Reeds Creek continually provides a safe, quality, engaging learning environment that cultivates meaningful relationships. Caring adults support students in achieving success within their abilities and educational goals. With the help of a balanced and rigorous curriculum that's designed to meet the social-emotional, academic, and cultural needs of all students, they will become productive members of an increasingly diverse community.

Our vision: Reeds Creek, in partnership with our families and the community, believes in the importance of education and nurturing the whole child to inspire successful, life-long learners and independent thinkers.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	30
Grade 1	25
Grade 2	20
Grade 3	14
Grade 4	17
Grade 5	22
Grade 6	22
Grade 7	21
Grade 8	24
Total Enrollment	195

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	2.6
Hispanic or Latino	14.4
Two or More Races	1.5
White	77.9
English Learners	2.1
Foster Youth	2.1
Socioeconomically Disadvantaged	47.2
Students with Disabilities	13.3

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.

2021-22 Teacher Preparation and Placement

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)	6.7	87.16	6.7	87.16	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	12.84	1	12.84	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	7.7	100	7.7	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

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)	7.6	88.37	7.6	88.37	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	11.63	1	11.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	8.6	100	8.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

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)	6	54.55	6	54.55	230039.4	100
Intern Credential Holders Properly Assigned	2	18.18	2	18.18	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	18.18	2	18.18	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	1	9.09	1	9.09	13705.8	4.91
Total Teaching Positions	11	100	11	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

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
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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2024	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Benchmark (ELA/ELD) 6-8 Amplify (ELA/ELD)	0
Mathematics	K-5 Eureka Math 6-8 CPM	0
Science	TK-K Benchmark 1-5 Carolina Building Blocks 6-8 TCI	0
History-Social Science	TK-K Benchmark 1-5 TCI 6-8 Discovery Education	0
Foreign Language	N/A	
Health	K-2nd A Little SPOT of Feelings and Emotions TK-8th SPARKS - Physical Education 7th-8th SOS - Signs of Suicide TK-8th Character Strong -SEL	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Reeds Creek School prides itself on being a safe, clean, and well-kept campus. We have a full-time employee who serves as a custodian, and grounds care (CMG). This individual cleans the classrooms, office areas, restrooms, gym, repairs and

School Facility Conditions and Planned Improvements

maintenance and food service areas daily. We have a part-time Maintenance employee who focuses on cleaning of facilities. Other tasks are prioritized and completed afterward.

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

Year and month of the most recent FIT report

12/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym and Rm 9 and 10 Restrooms: Floor drain not graded properly.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		We are in contract with a pest company that is monitoring our traps that are located in a couple classrooms, staff kitchen, and district office. Need to do some organization of Kitchen storage areas and to the maintenance work area. Working with Keenan to organize chemicals and have them properly labeled.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		Room 1 and 4: Windows need to be replaced for energy efficiency. Room 2 and 3: Windows need to be replaced for energy efficiency.

Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	43	31	43	31	47	48
Mathematics (grades 3-8 and 11)	25	18	25	18	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	110	93.22	6.78	30.91
Female	56	55	98.21	1.79	34.55
Male	62	55	88.71	11.29	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	21	95.45	4.55	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	85	80	94.12	5.88	30.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	52	92.86	7.14	26.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	12	63.16	36.84	0.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	118	112	94.92	5.08	17.86
Female	56	55	98.21	1.79	20.00
Male	62	57	91.94	8.06	15.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	21	95.45	4.55	9.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	85	82	96.47	3.53	19.51
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	53	94.64	5.36	13.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	14	73.68	26.32	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.95	15.91	30.95	15.91	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	44	95.65	4.35	15.91
Female	18	17	94.44	5.56	11.76
Male	28	27	96.43	3.57	18.52
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	34	97.14	2.86	11.76
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	20	90.91	9.09	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

We have a high level of parent participation at Reeds Creek School. The current 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. 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. Parent Square is used to send out weekly messages to parents in the form of voice calls and emails. In addition, flyers are sent home through Parent Square and sent home through students delivering them to parents, to inform them of upcoming events and important information. Upcoming events are also posted on the school's marquee, website, and Facebook page. 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 utilizing Parent Square. A parent survey is given each year with over 60% of our parents participating with feedback about our school.

Parents are encouraged to participate in the Reeds Creek Parent Club. This club is comprised of parents and community partners in the Reeds Creek community. A membership drive is held at the beginning of the school year and there is a monthly meeting at a convenient public venue. The group hosts several community-building and have 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, field trips, purchases sports uniforms, and provides incentives for individual classrooms. The school has a variety of district committees that are open for parents to join which currently include a safety committee and site council.

Information is provided to parents about internet safety, bullying, and technology.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	205	201	16	8.0
Female	99	98	8	8.2
Male	106	103	8	7.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	29	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	158	155	12	7.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	98	96	8	8.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	34	3	8.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.51	1.44	2.44	0.51	1.44	2.44	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.44	0.00
Female	0.00	0.00
Male	4.72	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.16	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.57	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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) is in process and is approved annually at the February Board Meeting.

Key elements of the CSSP include lockdown procedures, campus disorder, threatening intruders, utility failures, evacuation procedures, earthquake procedures, bomb threats, flooding, and fire/explosion procedures. Additionally, it includes suspension and expulsion policies, 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, the 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 District Attorney's Office, Department of Education, Keenan, Northern California Schools Insurance Group, and local law enforcement agencies. Administration and Board Members are invited to attend the Tehama County Department of Education School Safety Summit 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 practiced at least twice per year.

Copies of the plans are on file in the District Office.

D. Other SARC Information **Information Required in the SARC**

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	0	1	0
1	16	1	0	0
2	20	1	0	0
3	22	0	1	0
4	22	0	1	0
5	20	1	0	0
6	23	0	6	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	0	0
1	22	0	1	0
2	19	1	0	0
3	15	1	0	0
4	21	0	1	0
5	23	0	1	0
6	18	1	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		1	
1	25		1	
5	22		1	
6	22		1	
Other	26		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,448	\$6,500	\$9,448	\$55,362
District	N/A	N/A	\$9,448	\$58,908
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-13.1	-35.7

Fiscal Year 2024-25 Types of Services Funded

Common Core curriculum is provided to all students. Supplemental curriculum has also been implemented to address learning loss. Teachers continue to offer after-school tutoring to students, focusing on key areas of academic need. In addition, the SERRF program provides supplemental services for our TK - eighth-grade students, providing them with up to 150 minutes of additional daily enrichment. We continually add 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. Our book vending machine provides books to all students on campus. Our PE specialist provides specific PE instruction to students to supplement the program that the general education teachers are providing.

Upgrades to our technology devices and infrastructure continue to happen. We are currently at a 1:1 ratio for devices to students. Every classroom takes advantage of a large smart board for instructional purposes. Participation in extracurricular activities is encouraged and supported when available.

Our small district continues its partnership with the Tehama County Department of Education, and other agencies to provide

Fiscal Year 2024-25 Types of Services Funded

staffing for special education services (RS, Psych, Speech & Language, etc.), SARB, technology support, and professional development. The district does not have a Community Day School or Special Day program.

Staff are receiving comprehensive training in MTSS systems with our school having Tier 1 and Tier 2 leadership teams in place. We also utilize the Character Strong SEL curriculum at all grade levels.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,131	\$55,248
Mid-Range Teacher Salary	\$69,018	\$80,746
Highest Teacher Salary	\$86,381	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$134,724	\$155,954
Percent of Budget for Teacher Salaries	24.55%	25.26%
Percent of Budget for Administrative Salaries	6.96%	6.12%

Professional Development

Our school has been engaged in a comprehensive training in the area of MTSS implementation through development of Tier 1 and tier 2 leadership teams. This has involved training and coaching. We are engaged in the California MTSS initiative and have received training in Character Strong SEL at both Tier 1 and Tier 2.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3