

2022-2023

State of the District's Annual Report

Robert Adams, Superintendent

June 2023

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Vision:

All students will demonstrate an eagerness to learn, achieve success and be creative, productive, healthy, responsible citizens.



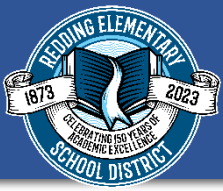
Mission:

The New Millennium Partnership, a partnership of three school districts sharing a common administration, will provide all students with optimum learning opportunities by employing and preparing the best teachers, leaders, and support personnel, providing the most contemporary facilities and technology, and setting standards for students to achieve academic excellence, personal and social growth, health, and success in a safe, positive, and diverse environment.

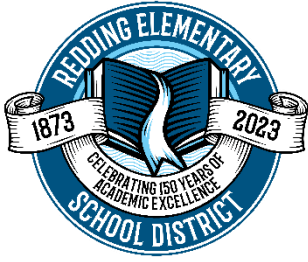


Values:

- That a positive environment is essential
- In preparing for the future
- Personal growth is essential for success
- Educational excellence is our shared primary responsibility.
- Decision-making is a collaborative process
- Diversity enhances education



Board of Trustees



Michelle Holmgren
Member

Elected: August 2022
through December 2024



Nate Fairchild
President

Elected: December 2022
through December 2024



Buffy Tanner
Member

Elected: December 2022
through December 2026



Bruce Ross
Member

Elected: December 2022
through December 2026



Stephen Martinez
Member

Elected: December 2020
through December 2024



Ayla Tucker
Member

Elected: December 2022
through December 2026



Betty Harrison-Smith
President

Elected: December 2020
through December 2024



Lou Gerard
Member

Elected: December 2020
through December 2024



Josh Brown
Member

Elected: December 2022
through December 2026



Curtis Gallo
Member

Elected: December 2022
through December 2026



Diane Morris
President

Elected: December 2020
through December 2024



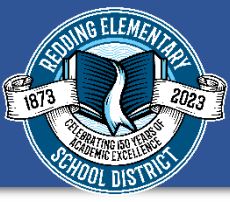
Rachael Brady
Clerk

Elected: December 2020
through December 2024

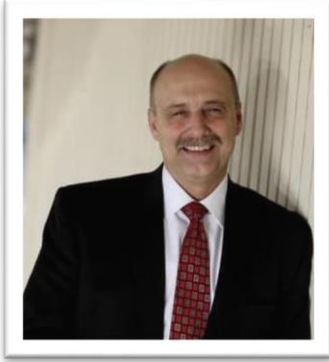


Tara Ledbetter
Member

Elected: December 2020
through December 2024



Superintendent's Message



“You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it.”

- Mayo Angelou

This school year, 2022-2023, was a year of rejuvenation and expansion. With the many years of challenges that we faced, my soul was exhilarated with the level of commitment, expertise, and knowledge all our educators once again applied to bring in focus the job of student success. Our partnership's story is about resilience, leadership, effort, and an obsession with the proficiency for our students. Within the partnership between Shasta Union Elementary, Igo-Ono-Platina Elementary, and Redding Elementary School Districts, all three inspire each other to build an educational experience that can captivate and motivate the students and families that they serve. I said that five years ago and I believe it still today. Going into the pandemic, 2020, the districts were up in attendance, enrollment, and achievement. This year has seen a surge that shows us strong data that this is once again about to occur. As you will see in the coming pages, we should be proud of the progress that we have made and are going to continue to make in the coming years.

Goal #1: High academic achievement for all students while closing the achievement gap for our underperforming student groups.

Reasons: In order to promote equity and access for all students while working to eliminate some predictability of achievement based on any demographic category.

Goal #2: Provide access to a broad and challenging curriculum with well-rounded pathways to prepare students for college, the workplace, and the transition to adulthood.

Reasons: In order to promote equity and access for all students while working to eliminate some predictability of achievement based on any demographic category.

Goal #3: Provide clean, safe, functional, and well-maintained facilities with positive learning climates that challenge bias, support social, emotional, and physical needs of students.

Reasons: To build greater joy and sense of belonging within all stakeholders while at our schools.

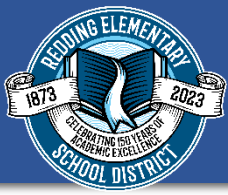
Goal #4: Increase engagement and collaboration among students, parents, staff, and other stakeholders.

Reasons: Engaging, empowering and connecting all stakeholder groups increases student performance academically, socially, and emotionally.

As I retire this school year, I know that I leave the partnership in great hands with Cindy Bishop as Superintendent and with the many magnificent public servants that work within our three districts. The New Millennium Partnership has a lot to be proud of, beginning with a supportive and visionary Board of Trustees.

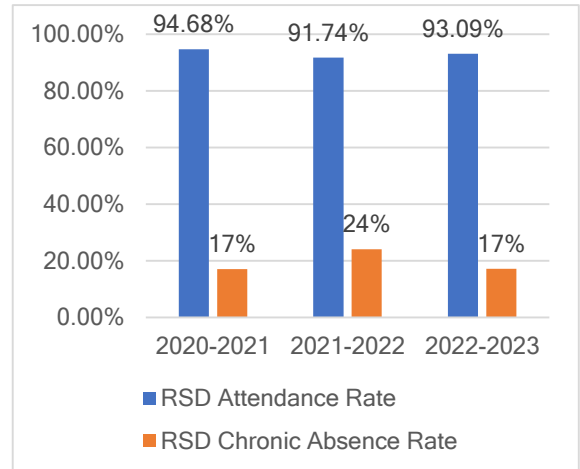
Sincerely,

Robert Adams
Superintendent



Access to Learning

- ❖ The mid-year implementation of the Community Connect Coordinator program in coordination with the Shasta County Office of Education and the Community Resource Funding started this year. A Full Time Trained Community Connect Coordinator was placed at Cypress, Juniper, Sycamore, Shasta Schools this year. This coordinator makes connections with struggling families to support them with community connections to agencies around the county. Next school year there will be more schools added to this infrastructure of services. We hope to see increases in our attendance rate and learning outcomes.



- ❖ Two years of training sessions with site teams around Restorative Practices saw an increase in implementation of these strategies this year. Many sites used Structured Day, Accountability Projects, and BASE learning modules to help students learn from mistakes and make amends to the students or staff affected.

- ❖ School Attendance Review Teams (SART) at each site continued this year. These teams focused on chronic students and worked closely with local resources to support families helping their children come to school. Next school year letters will be mandatory and sent out automatically.



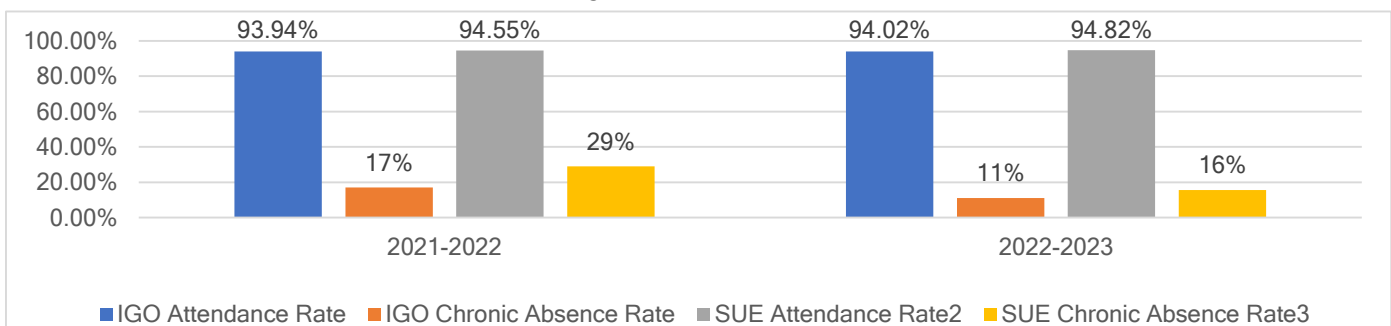
- ❖ Catalyst Mentoring partnered with Turtle Bay, once again, and with Juniper to make connections with significant adults.

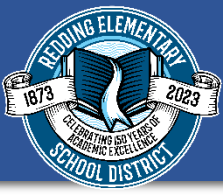
- ❖ The continued evaluation of the Partnership notification system through letters and contact continues to be a challenge. We are employing a third party vendor to print and send letters to all families this coming year to increase the amount of formal contact around numbers of days missed, truancy, and attendance concerns for our students. This process will make the communication more consistent across the schools and less subjective in the approach.

- ❖ Partnership schools increased the number of school spirit days to encourage attendance as well as attendance reward opportunities. This helped to increase joy as well as attendance.

- ❖ Manzanita reported Second Step Lessons were administered in each classroom by the counselor. The counselor also held small groups around anxiety and a lunch bunch group for social interaction support. Other schools also reported many of these activities happening at various levels at their school.

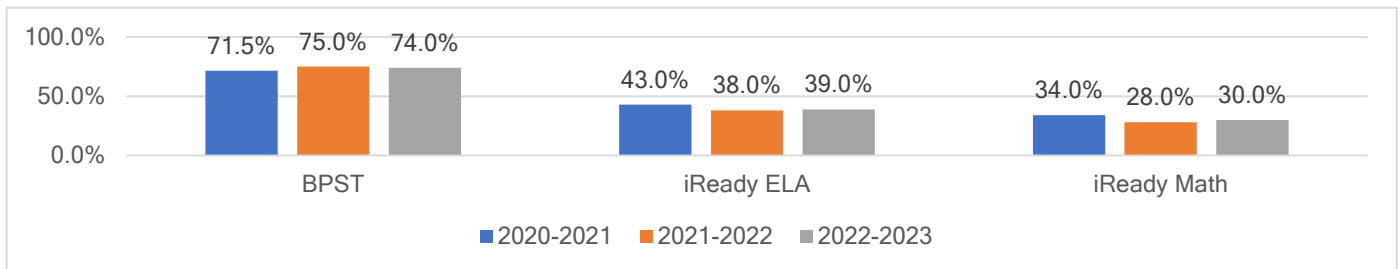
- ❖ District sent out message about the importance of attendance from August through January on social media. The schools also sent those messages on their electronic parent communication tools.



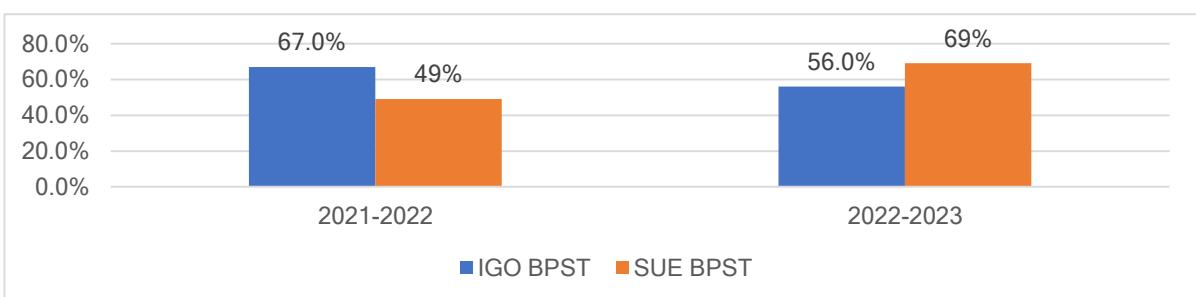


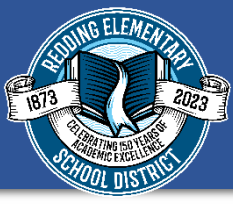
Student Learning Outcomes

- ❖ Math committee was formed to address our lagging student scores at the middle school level. Several recommendations were developed and site level representatives presented the 2023-2024 change ideas to improve outcomes for students.
- ❖ Sequoia, Juniper and Turtle Bay math teachers and instructional coaches were infused with training and coaching from CORE Inc. during the 2022-2023 school year to implement more effective instructional techniques.



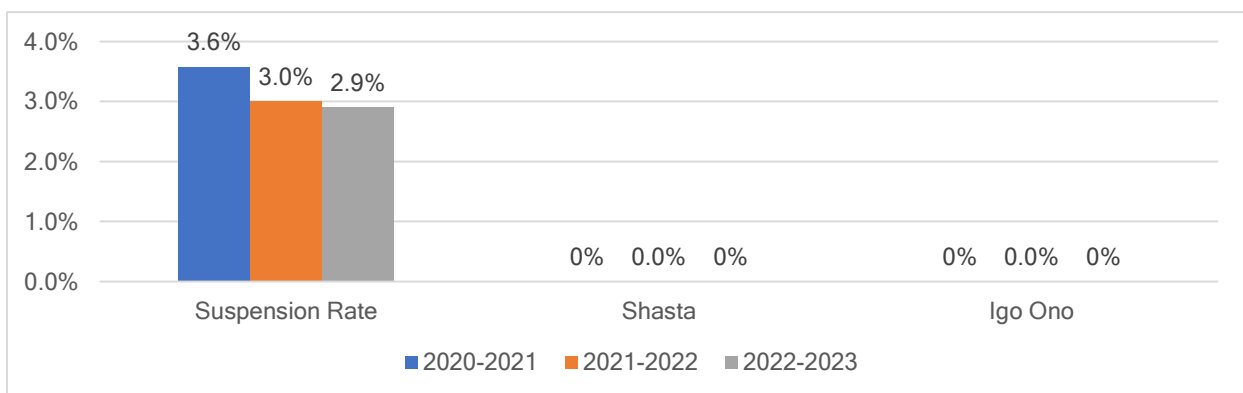
- ❖ Juniper School took over SDC2 classes this year and helped with the District purchase of TeachTown curriculum for our teachers to use with the population of students. The teachers reported that students loved the curriculum and they are seeing a difference.
- ❖ Partnership schools Shasta and Igo Ono built in extra support for students. Shasta added a learning loss tutor who provided targeted support for K-3 students every morning. This dramatically improved their results on STAR and BPST. Igo Ono built an After School tutoring for EL students and students not meeting reading targets. They are also supported with After School homework completion.
- ❖ Sequoia, Juniper, Turtle Bay, Igo Ono, and Shasta 8th grade students participated in an invasion of Enterprise High School's CTE courses. The students chose earlier in the year the pathway that they might be interested in and they were able to go and visit that program at Enterprise as the other pathways at Shasta and Foothill were not able to accommodate. We hope to grow these opportunities more over the years.
- ❖ All partnership schools attended a two-day conference with No Excuses University that emphasizes exceptional system development with no excuses for the audacious goal of high achievement for every child in reading, writing, and mathematics.
- ❖ Curriculum coaches helped teachers across the Redding District implement CAASPP Interim Assessment Blocks for better targeted help. Math committee is going to use these state assessments as quarter assessments next school year.

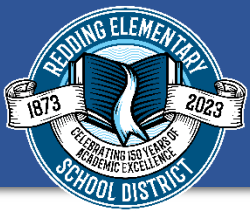




Positive Culture & Safety

- ❖ Redding, Shasta, and Igo-Ono-Platina Districts have implemented a FCC Wireless radio for all employees to ensure fast communication during emergencies.
- ❖ Redding Elementary is installing key coded Salto Locks at every campus that can automatically be locked during an emergency as well as allow access through card readers.
- ❖ Redding Achieve held special thematic staff appreciation treats each week and the staff and students made tie dye shirts to match together.
- ❖ Turtle Bay, in coordination with Parent Club, had monthly Kona Ice on campus.
- ❖ Sites used Structured Day strategies coupled with BASE learning materials to help behaviorally struggling students learn from their mistakes and make amends.
- ❖ Dance Party Fridays was a regular occurrence at Juniper School for a positive behavior incentive.
- ❖ One day workshop attended by school teams from across the partnership were attended. Many began to think about intentional culture activities on their campus for staff. This workshop will be attended again at the beginning of the school year to infuse others at the schools.
- ❖ Manzanita had some fun activities including Minute to Win It pep rally, fun run, water day, and Friday Dance parties.
- ❖ Turtle Bay participated in The Great Kindness Challenge for a week in February. This helped to promote kindness across the campus.
- ❖ Bonny View had many honoring activities for students. The Golden Tray Award, Bobcat WOW, Golden Paws, Tye-Dye shirts as well as school-wide shirts for reading.
- ❖ Five National Showcase Schools for Capturing Kids Hearts Cypress, Sycamore, Juniper, Sequoia, & Turtle Bay.

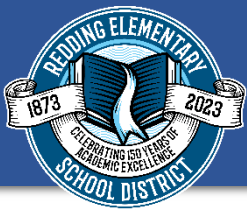




Parent Engagement

- ❖ Family engagement nights were instituted across the partnership. Family Night kits were purchased to support the continued influx of these types of events for our families.
- ❖ Juniper held a “Festival” style Open House this year. They had vendors, booths, free food, and musical performances as well as the classrooms were open for inspection. It was greatly attended and liked by all.
- ❖ Manzanita held many different family activities including Family Dance Night, Eagle Turkey Trot, Spring Fling, and Coding presentations to name a few.
- ❖ Bonny View had Math and Literacy Nights, a Spring Fling, dance, and brought back the traditional Sing A Long. This year Parent Club partnered with the school to hold a “Trunk or Treat” event for a safe Halloween event for kids.
- ❖ Shasta and Igo Schools had parent or family nights with a Game Night as well as an Astronomy Night. The Parent Club at Shasta did a bi-monthly “Sunrise Roast” parent coffee hours in conjunction with the principal.
- ❖ All schools are utilizing school-wide communication tools. ClassDojo (Bonny View, Cypress, Igo Ono, Juniper, Shasta, Sycamore, , Sequoia, Turtle Bay K-3); Blooms (Turtle Bay 4-8); Class Tag (Manzanita). This form of communication is becoming a larger part of our school level strategy for information to and from our parents.
- ❖ Many schools had family friendly events for Ride to School Day this year. It was well attended across the Redding District.
- ❖ Parent survey this year had the greatest number of parent participants for Redding. Shasta and Igo did the parent survey during their Open House Night and participation was up.
- ❖ Cypress held a Valentine Day Luncheon for parents to eat with their child. They also held their traditional Strawberry Social and Literacy Night events as well.
- ❖ All schools held their Site Council and Parent Club meetings.





Specialized Programs

Redding School District believes that Computer Science is more than just offering devices and using websites for students to learn on their own. We must empower our students to meet challenges they will face through opportunities and learn how to overcome.



COMPUTER SCIENCE IMMERSION

❖ Brian Selke continues as technology coach in charge of Computer Science integration. He held two Epic Build Cycles this year. He worked at all four schools and was a the Sequoia Robotics teacher for an elective.

❖ Mr. Selke started a game building club in the after school program at

Sequoia as well.

- ❖ CTE Grant partnership with Shasta High School has many of our schools, Manzanita, Bonny View, and Sequoia taking kids to see the Industrial program at the high school.
- ❖ Redding Ruckus VEX IQ Middle School Robotics Tournament hosted on April 20 by Redding School District. Two middle schools participated (Juniper & Sequoia) It was just for our schools and the kids did great. Everyone had a wonderful time.
- ❖ Sequoia student was the tournament manager. He ran the software, helped with set up, and clean up. This same student developed a Chrome App, in Selke's after school course, and presented it to the IT department for possible use. The IT department will evaluate and give feedback to student next year.

Shasta Montessori Public Schooling



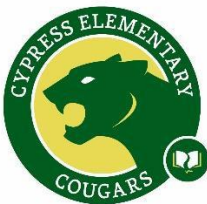
- ❖ Montessori Lesson structure is fully aligned to curriculum materials.
- ❖ Tutoring added to program prompting students to achieve more.
- ❖ Music instruction for students one day a week.
- ❖ Ninja Warrior Club of Character developed in after school program and flowed over to the regular day. Students used kindness and helping hands to serve the campus.

Sycamore Spanish Dual Immersion



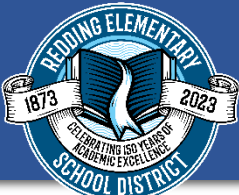
- ❖ Hired two new teachers for the program.
- ❖ Held a cultural day at the school that included many different cultures from around the world.
- ❖ Continue to support with class at Sequoia Middle.

Cypress Discovery STEAM Lab



- ❖ Weekly scheduling for use from all classes to use the lab equipment and discovery processes.
- ❖ New Staff training for Project Lead the Way.





Portrait of a Graduate

❖ The Portrait of a Graduate implementation strategies:

- Turtle Bay tied the Portrait traits into their Veteran's Day School Wide Assembly this year.
- Bonny View and Manzanita use their weekly reward ticket draw on Fridays to reinforce the Portrait traits.
- Sequoia uses its Wednesday morning advisory to reinforce Portrait traits.
- Juniper started positive office referrals for showing the portrait traits and highlighted those students on a display TV within the cafeteria.
- Cypress held monthly assemblies for awards but they also used the time to highlight the different traits.
- Shasta took over the Shasta State Historic Park on Thursday mornings and that effectively helped to model responsibility, perseverance, and adaptability by putting students in charge of their own work plan.
- Igo-Ono used Journal prompts, lessons, and daily quotes coupled with conversations to emphasize the traits.
- Both Shasta and Igo gave away Portrait Awards at Graduation.
- School site library books purchased for 2021-2022 school year highlighting these traits.

Website: https://reddingschools.net/parents/academic_immersion_programs/portrait_of_a_graduate



Responsibility

Act honestly and demonstrate care for the interests of the larger community and greater good.

- Honor commitments and own the outcomes, of one's actions, whether positive or negative.
- Adhere consistently to a set of core values that are evident in choices and behaviors.
- Earn others' trust and respect through honest, principled behaviors.
- Exercise the ability to focus on priorities.



Adaptability

Thrive in an environment of ambiguity, new, and changing priorities.

- Demonstrate versatility in thoughts and actions.
- Seek and respond productively to feedback, praise, setbacks, and criticism.
- Understand, negotiate, and balance diverse views and beliefs to workable solutions.
- Demonstrate flexibility when acclimating to various roles and situations.



Perseverance

Exhibit drive in achieving success despite difficulties

- Embrace the idea that failure is a part of success and thoughtfully adjust to keep moving forward.
- Risk-taking is part of most any progress, so forward movement may involve stepping into uncertain realms.



Critical Thinking

- Understand and propose solutions that are mindful of the impact they may have on global and interpersonal systems.
- Consistently challenge and refine one's own understanding by skillfully analyzing, assessing, and reconstructing information.
- Apply disciplined thinking that is clear, rational, open-minded, and informed by evidence.



Communication

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

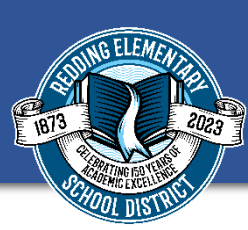
- Listen effectively to decipher and understand meaning, including knowledge, values, attitudes, and intentions.
- Use communication for a range of purposes and audiences (e.g. to inform, instruct, motivate, persuade, and conflict resolution).



Empathy

Demonstrate awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture, using the principle of emotional intelligence.

- Recognize what others are thinking, feeling, or experiencing.
- Experience the feelings, thoughts, and experiences of others, including the sharing of positive moments.
- To the extent others are different and/or distanced from you (by either time or space), attentive concern and perspective-taking are all the more needed.



Facilities & New Construction

2022-2023

- ❖ District Wide:
 - Replaced Smart Boards with Large format touch screen TV's
 - Salto lock installation begins for all Redding buildings
 - Hydrogarden installed at Sequoia Middle
- ❖ District Offices:
 - ITechnology Building and Storage/Garage Units
 - Roof installed on walkway canopy
- ❖ Manzanita:
 - HVAC upgrades in plaza building
 - Carpet replacement in 8 classrooms
 - Newly remodeled pick-up driveway
 - New asphalt on basketball courts
- ❖ Turtle Bay:
 - Gym floor refurbished
 - Three portables with new roofs
 - New drinking fountains
 - New asphalt on basketball courts
- ❖ Sequoia:
 - Electronic Reader board installed
 - Student Services Office remodeled
 - New Track installation
- ❖ Cypress:
 - Window installation in two rooms
 - Carpet installed in office building
- ❖ Sycamore:
 - Fire alarm system upgrade
 - Carpet installed in health office
 - HVAC upgraded in several classrooms
 - Roofs redone over library, south wing, and bathrooms
- ❖ Bonny View:
 - Carpet installed in three classrooms
 - New asphalt on basketball courts
- ❖ Juniper:
 - North Wing Classrooms and Bathrooms Modernized
 - New Staff Bathrooms installed
 - Fire alarm system upgraded
 - Wheelchair access ramp installed to playground
 - New ADA Accessible Playground installed
 - SDC2 classrooms upgrade with full sinks
 - Gym floor refurbished
- ❖ Igo Ono:
 - New Miners sign installed
- ❖ Stellar Charter:
 - Roof installed on main buildings
 - Playground installed new equipment
 - New asphalt on playground
- ❖ Shasta Union Elementary
 - New Multipurpose Room Floor installed
 - HVAC installed in the Multipurpose Room

