

Ishi Hills Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Ishi Hills Middle School
Street	1Ishi Hills Way
City, State, Zip	Oroville, CA 95966
Phone Number	530-532-3078
Principal	Renee Henderson
Email Address	rhenderson@ocesd.net
Website	http://ocesdca.apptegy.us/o/ishi-hills-middle
County-District-School (CDS) Code	04 61507 0110072

Entity	Contact Information
District Name	Oroville City Elementary School District
Phone Number	530-532-3040
Superintendent	Spencer Holtom
Email Address	sholtom@ocesd.net
Website	http://www.ocesd.net/

School Description and Mission Statement (School Year 2019-20)

Our Mission:

The mission and goal of Ishi Hills Middle School is to empower all students to be successful lifelong learners and citizens. This will be done with the school community achieving excellence together by providing a motivating, non-prejudicial, and safe environment for all students.

Ishi Hills Middle School is located in the Oroville City Elementary School District in Oroville, California. The town is located in rural Butte County, with a city population of 19,121. The school, which opened in February 2006, is one of seven in the district. It consists of four pods containing 4 classrooms each, a multi-purpose room, and a building that houses the school library and main office.

The staff consists of 13 regular education teachers, including a shared music teacher and three qualified SDC/resource teachers. The principal and teachers are supported by the following staff: Secretary, Attendance Clerk, Parent Coordinator, Check In and Check Out Instructional Aide, Library Clerk, full time counselor, Speech/Language Specialist, 3 Special Education Aides, a Special Circumstances aid, 3 Campus Supervisor, and one custodian. This school serves 339 diverse students: African American 2.7%, American Indian or Alaska Native 4.2%, Asian 2.1%, Hispanic or Latino 20.5%, Pacific Islander 0.6%, White 54.7%, and Two or More Races 15.1% (2018/19 number). The school is comprised of 76% Socioeconomically Disadvantaged students.

At Ishi Hills Middle School, we want all our parents to be involved. We have an active parent club that meets approximately once a month. Parent volunteers are encouraged by the administration and teachers to assist in the classroom. Each month, teachers select a Student of the Month and, during a school-wide assembly, they are recognized for this award. Parents are notified prior to the assembly and invited to attend. Parents are actively involved in other school activities such as: School Site Council; Back to School Night; Open House; Band concerts; Parent Conferences and other opportunities throughout the school year. Ishi Hills uses Aeries Parent Portal, an on-line grade book, to help communicate student progress throughout the year. All students in the school are given a portal account and are able to look at their grades and homework completion.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	115
Grade 7	100
Grade 8	116
Total Enrollment	331

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	4.2
Asian	2.1
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.6
White	54.7
Two or More Races	15.1
Socioeconomically Disadvantaged	76.1
English Learners	3
Students with Disabilities	17.5
Foster Youth	1.8
Homeless	5.4

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	16	16	120
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

Note: "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 2019-20)

Year and month in which data were collected: 12/31/19

The district is in the middle of a science curriculum adoption based on the NGSS.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EMC Mirror and Windows/ 2017	Yes	0
Mathematics	Core Connections 2013 CPM	Yes	0
Science	6- Houghton Mifflin California Science 2007 Houghton Mifflin 7- Science Explorer Focus on Life 2007 Prentice Hall 8- Science Explorer Focus on Physical 2007 Prentice Hall	Yes	0
History-Social Science	6- Reflections 2007 Harcourt Brace 7-8 Discovering our Past 2006 Glenco McGraw Hill	Yes	0
Health	6- Health and Fitness 2006 Harcourt Brace 7-8 Decisions for Health 2006 Holt, Reinhart, & Winston	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Ishi Hills Middle School is the newest school in Oroville City Elementary School District. It was opened February 14, 2006. It is very clean facility that has great upkeep. The play field was never completed and it is currently being planned to be finished. A water line and valve were put in the summer of 2017 to provide water for sprinklers. A new running track and pickle ball courts are in the design stage. The fields are being designed to meet all ADA requirements. This years FIT Report was done September 05, 2018. Ishi Hills was found to be in excellent condition.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019, September

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. 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); 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	30	32	36	50	50
Mathematics (grades 3-8 and 11)	18	23	25	29	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	331	327	98.79	1.21	29.66
Male	153	151	98.69	1.31	28.48
Female	178	176	98.88	1.12	30.68
Black or African American	--	--	--	--	--
American Indian or Alaska Native	15	15	100.00	0.00	40.00
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	67	66	98.51	1.49	21.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	185	182	98.38	1.62	32.42

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	48	48	100.00	0.00	25.00
Socioeconomically Disadvantaged	252	249	98.81	1.19	24.50
English Learners	14	14	100.00	0.00	7.14
Students with Disabilities	56	56	100.00	0.00	7.14
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	20.83

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	328	99.39	0.61	23.48
Male	153	152	99.35	0.65	23.03
Female	177	176	99.44	0.56	23.86
Black or African American	--	--	--	--	--
American Indian or Alaska Native	15	15	100.00	0.00	40.00
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	66	65	98.48	1.52	18.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	185	184	99.46	0.54	25.54
Two or More Races	48	48	100.00	0.00	12.50
Socioeconomically Disadvantaged	252	251	99.60	0.40	19.92
English Learners	14	14	100.00	0.00	0.00
Students with Disabilities	56	56	100.00	0.00	1.79
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	16.00

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19.4	18.4	20.4

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

The Board of Trustees recognizes that parents and guardians are children's first and most influential teachers. The Board honors the reciprocal responsibility which exists between the home and the school in the education of children. For this reason, continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents and guardians can directly affect academic success by reinforcing students' motivation and commitment to education. Parents and guardians are strongly encouraged to communicate with school personnel so the home and school are reinforcing the same goals and values the parents have set for their children. The Oroville City Elementary School District shall include parent involvement strategies as a component of instructional planning for all programs.

Teachers, parents, and guardians can better understand and meet student needs if they work together. All school programs have a duty to communicate frequently with the home and to help parents and guardians develop skills and family management techniques with support classroom learning. School staff will keep parents informed about school expectations. The parents will be informed regarding how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

Back to School Night: This is an opportunity for parents to meet teachers and be introduced to curriculum and classroom procedures. Everyone meets in the cafeteria to enjoy the first performance of the Central/Ishi Band and then parents and students walk through the student's schedule of classes.

Open House: This is a celebration of student work and accomplishments. Teachers are available to talk with parents. The Central/Ishi Band performs and the Parent Club provides refreshments.

Parent Club: Believing that education requires a shared active commitment, the Parent Club is the bridge to link students, teachers, school, and community members to produce knowledgeable, responsible, productive citizens who are motivated to continue learning. This is a parent initiated and maintained organization with more than a sixty year history.

School Site Council: When the School Improvement Program (SIP) and the School-based Coordinated Program (SBCP) were established, they were envisioned as ways to increase school-wide effectiveness, improve student achievement, and better prepare students to be productive workers and responsible citizens. One of the principal tenets of these programs was that those individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school. The School Site Council (SSC) was selected to be the vehicle by which the school community would join to chart the school's path to involvement.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	20.7	18.6	17.4	10.8	11.6	10.7	3.6	3.5	3.5
Expulsions	0.6	0.0	0.3	0.3	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety issues at Ishi Hills Middle School are addressed monthly with staff members and unsafe conditions are quickly reported to district maintenance. The school safety plan is reviewed annually, to better prepare for and to address safety issues specific to each site, as well as to the district as a whole. We have monthly fire and disaster drills. We have recently modified our lockdown procedures and practice them regularly. A copy of the School Safety Plan, including the middle school bully policy, is available in the office.

The plan is currently under review by staff, and is discussed during staff meetings. Each year the Safety plan is approved by the School Site Council. As a district, Oroville City Elementary School District has fewer than 2500 students. We have a district safety plan that encompasses all schools. Ishi does have its own plan that was thoroughly updated at the end of the 2017 school year. Our plan highlights bomb threats, earthquakes, failure of Oroville Dam, fire on or near campus, lockdown procedures, and child abuse. We discuss the evacuation of the school and where students and parents should be picked up in case of emergency.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27		6	1	25	2	8		21	7	6	
Mathematics					25	2	8		21	7	6	
Science	24	1	7		25	3	6		24	3	7	
Social Science	24	4	4		26	1	7		24	2	7	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,489	1,322	6,166	75556
District	N/A	N/A	6,131	\$78,338.00
Percent Difference - School Site and District	N/A	N/A	0.6	-3.1
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-14.4	-1.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Students at Ishi Hills Middle School receive support services from qualified staff, which includes a school psychologist, counselor, school nurse, health aide, resource specialist teacher and aides, speech and hearing specialist, library aide, Check In and Check Out instructional aide, and an instrumental music teacher. We share some of these services with other schools in the district. Safety is a priority and 3 noon duty supervisors are funded with this money.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,008	\$49,378
Mid-Range Teacher Salary	\$76,086	\$77,190
Highest Teacher Salary	\$92,810	\$96,607
Average Principal Salary (Elementary)	\$97,573	\$122,074
Average Principal Salary (Middle)	\$104,747	\$126,560
Average Principal Salary (High)	\$0	\$126,920

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$172,024	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3

Opportunities for personal growth are numerous and varied. Staff development at the District level conforms to the curriculum emphasis of the State and county textbook adoption cycle. Staff development days have been used for training staff, planning curriculum improvements and parent-teacher conferencing.

A growth-oriented atmosphere exists within the faculty and is supported by the administration. Experts among the faculty, as well as guest presenters, provide training for staff. Teachers may also attend workshops away from school when appropriate.

Staff members continue to align the school's instructional program with the District's adopted standards in reading/language arts, mathematics, science and social studies. There are several steps that are used to align program with District adopted standards: utilization of district assessments currently aligned; alignment of standards with weekly lesson plans objectives; and development of tools for teacher classroom use and communication with parents. Math and Language Arts teachers participated in grade level meetings, with a focus on student achievement at all achievement levels.

With the integration of technology there have been multiple opportunities for staff to attend conferences as well as have County support monthly in their classrooms. As a district we have moved to the Google Apps for Education suite and we have worked together as a staff to increase our capacities with these apps as well as Google Classroom.

The Butte County Office of Education provides training for teachers in restorative practices, MTSS, and PBIS through after school workshops.