

Sisson 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	Sisson School
Street	601 East Alma Street
City, State, Zip	Mount Shasta, CA 96067
Phone Number	(530) 926-3846
Principal	Kale Riccomini
Email Address	kale@msusd.org
Website	www.sissonschoool.org
County-District-School (CDS) Code	47-70425-0131102

Entity	Contact Information
District Name	Mount Shasta Union School District
Phone Number	(530) 926-6007
Superintendent	Barry Barnhart
Email Address	bbarnhart@msusd.org
Website	www.mountshastausd.com

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

Sisson is a fourth through eighth-grade school that serves approximately 320 students in the community of Mt. Shasta. We are a small, rural community with a population of about 3000 located at the base of Mt. Shasta. Our school is in a wonderful area surrounded by mountains, lakes, and forests. Sisson has a beautiful, inviting campus that is well maintained and serves as a community hub for school and non-school related activities and events.

Sisson School's primary aim is to maximize student achievement. This school year the focus has been implementing restorative practices and standards-based grading.

Best practices in place to improve student achievement are built upon a culture of collaboration. Professional Learning Communities support the use of benchmark assessments and data interpretation. A Pyramid of Intervention guides and supports student achievement, including strategic and intensive interventions for struggling learners. Our Title I program serves a targeted ELA and math population, and a full time resource teacher serves learning disabled students. Additionally, Sisson recognizes students for hard work. Honor roll and high grade point averages are recognized in the local newspaper. The school board recognizes students each month, as nominated by their teachers, for traits that exemplify quality work. Our Parents In Education group supports 4.0 field trips after the first, second and third quarters.

Sisson School recognizes that good attendance is a cornerstone of achievement. A positive attendance campaign includes daily calls home to students who are absent and a quarterly recognition program for the student who achieves 96% attendance and above. Recognition includes certificates and having their names listed in the local newspaper. The district and county have Student Attendance Review Board (SARB) procedures in place to intervene for students who are not maintaining acceptable attendance.

A wide variety of opportunities for intellectual, emotional, and physical growth are provided to Sisson students. These include an athletic program that includes cross country, volleyball, basketball, cheer, and track. The student council meets weekly and supports such activities as the school positive attendance campaign, movie nights, dances, and school spirit days. GATE offers mini-courses such as ceramics, physics field trips, and coding. Our exemplary music program features spring and winter concerts. Student recognition takes the form of quarterly in-class assemblies for honor roll, citizenship, attendance, effort, athletics, and other special accomplishments. A behavior intervention plan provides structure, consistency, and communication to support students in making good choices. Sisson has a well-maintained library and uses the Accelerated Reader program to encourage recreational reading.

Our students and families are supported through a variety of classroom activities and community organizations. With our Positive Behavior Intervention Support (PBIS) programs, students learn to resolve conflicts among themselves, rather than expecting adults to intervene. The Mt. Shasta Resource Center, Siskiyou Child Care Council, PIE (Partners in Education), The Mt. Shasta Education Foundation, Boys and Girls Club, and the Mt. Shasta Recreation Department are all integral parts of providing a well-balanced education for our students. There is before and after-school daycare available to families, located at Mt. Shasta Elementary School.

The Mission of the Mt. Shasta Union School District (MSUSD) is to promote a system of educational excellence providing the opportunity for all students to become productive citizens and achieve high academic standards.

OUR AIMS

AIM I:

Maximize Student Achievement

AIM II:

Ensure Safe, Secure and Well Maintained Schools

AIM III:

Function with Increasing Efficiency and Effectiveness

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

Grade Level	Number of Students
Grade 4	70
Grade 5	64
Grade 6	67
Grade 7	61
Grade 8	65
Total Enrollment	327

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	2.1
Asian	1.8
Filipino	1.2
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	1.5
White	75.5
Two or More Races	2.1
Socioeconomically Disadvantaged	43.1
English Learners	0.9
Students with Disabilities	11.3
Foster Youth	0.3
Homeless	2.1

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	17	17	16.75	31
Without Full Credential	0	1	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	0	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: January 2020

The core curriculum at Sisson includes textbooks and materials for every student that are from the current adoption cycle. Every student has access to good quality, current materials in English language arts, math, science, and social studies. The textbook adoption process includes teacher and parent input along with school board adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys 4-5 Glencoe 6-8	Yes	0
Mathematics	McGraw California Math at 6th, 7th and 8th grades. California Houghton Mifflin Harcourt Math Expressions at 4th and 5th grades.	Yes	0
Science	FOSS Prentice Hall	Yes	0
History-Social Science	Houghton Mifflin Harcourt Teachers' Curriculum Institute	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Rosetta Stone 4/5 Houghton Mifflin Harcourt Journeys supplemental materials 6-8 Glencoe supplemental materials.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sisson is a well-kept school within a residential neighborhood within the community of Mt. Shasta. The grounds and facilities are well maintained and are inspected monthly by the maintenance staff and annually by our liability carrier. The 2019 FIT reported the following concerns:

J wing roof showing UV damage.

L wing restrooms need new flooring.

Expanding cracks on the playground need repair.

Playground area has no outside fountains.

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: August 2019

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	Fair	Outside drinking fountain had freeze damage and has yet to be replaced. L wing restroom flooring needs replacement.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	J wing roof needs re-roofing.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	M wing is in need of new exterior windows.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

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)	59	49	59	47	50	50
Mathematics (grades 3-8 and 11)	42	37	44	38	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	314	292	92.99	7.01	49.32
Male	170	164	96.47	3.53	40.24
Female	144	128	88.89	11.11	60.94
Black or African American	13	13	100.00	0.00	53.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	32	31	96.88	3.12	64.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	241	224	92.95	7.05	47.77
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	131	118	90.08	9.92	39.83
English Learners	--	--	--	--	--
Students with Disabilities	37	36	97.30	2.70	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	314	291	92.68	7.32	37.46
Male	170	163	95.88	4.12	36.20
Female	144	128	88.89	11.11	39.06
Black or African American	13	13	100.00	0.00	38.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	35.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	241	225	93.36	6.64	39.11
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	131	117	89.31	10.69	25.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	--	--	--	--	--
Students with Disabilities	37	35	94.59	5.41	2.86
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
5	22.4	32.8	24.1
7	21.3	34.4	29.5

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)

Communication is maximized through:

- Annual student, parent and staff surveys
- The Mt. Shasta Union School District App, Sisson webpage, and Facebook.
- Back to School Night and Open House
- Parent conferences

In addition, the school benefits from the support of many teams and organizations such as the Site Council, the Recreation Department, and the Board of Trustees.

Fundraising groups include Partners in Education (PIE), the Mt. Shasta Education Foundation and CUBCO. Parents serve on our District Safety Committee, and they are responsible for approving our Comprehensive School Safety Plan each year. The CAFE committee is a group of parents and community members who focus on nutrition education and providing quality meals for our students. If you're interested in serving alongside other parents, in any of these capacities, please call the school office at 530-926-3846.

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	7.5	5.5	5.0	5.6	3.1	2.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The District's Safety Committee meets regularly to identify and address any areas of concern. That committee also updates and approves the district's Comprehensive School Safety Plan for presentation to the school Board annually. The most recent plan will be approved by the school board on January 14, 2020.

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	31		3	1	20	2	4		32		3	1
Mathematics	30		4		20	2	4		32		3	1
Science	31		3	1	20	2	4		32		3	1
Social Science	31		3	1	20	2	4		32		3	1

*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*	817.5

*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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0

*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.

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	\$10,192.36	\$2,075.93	\$8,116.42	\$63,668.00
District	N/A	N/A	\$8,116.42	\$63,668.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	7.8	-2.0

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)

For the school year 2018-19, the district spent \$9,568.42 per student.

Programs funded include Title I reading intervention, Title I math intervention, special education, GATE, music, physical education, athletics, counseling, and technology.

The school is generously supported by community donations. These funds support Visual and Performing Arts, field trips, and library materials along with other projects.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,620	\$45,252
Mid-Range Teacher Salary	\$66,192	\$65,210
Highest Teacher Salary	\$75,912	\$84,472
Average Principal Salary (Elementary)	\$58,604	\$107,614
Average Principal Salary (Middle)	\$100,039	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$117,208	\$124,686
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	7%	7%

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	3	3	3

Mount Shasta Union School District provides three staff development days. This year one staff development day was dedicated to grade level collaboration. Grade levels participated in common planning of curriculum for the upcoming school year and development of common assessments. The second professional development day teachers and aides traveled to Grenada to attend a county-wide training on restorative practices. For the third day, held after the school year started, the 6th, 7th, and 8th grade teachers worked with the county office on language arts interim assessments. Fourth and fifth teachers collaborated with the Fountas and Pinnell representative on the newly purchased book club materials. Each year, an outside math consultant works with our K-6 teachers in a job-embedded training model to provide model lessons in our classrooms and lesson coaching with our teachers and students.

Newly hired teachers participate in Alliance for Teacher Excellence (ATE). This program partners each new teacher with an experienced teacher who serves as a mentor and coach. Participants receive ongoing training for two years.

Professional Learning Communities have provided structure to regular staff collaboration as Sisson's teachers focus on:

1. What do we want to teach?
2. When are we going to teach it?
3. How will we assess what we've taught?
4. How will we respond if students do or don't understand what we've taught and assessed?

Additionally, many teachers and administrators are released from duty to attend workshops or conferences conducted throughout the year.

The principal attends monthly administrative meetings at the county office.