Ishi Hills Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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/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).

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.

2022-23 School Contact Information

School Name	Ishi Hills Middle School
Street	1 Ishi Hills Way
City, State, Zip	Oroville, CA 95966
Phone Number	530-532-3078
Principal	Ellen Hamilton
Email Address	ehamilton@ocesd.net
School Website	https://www.ocesd.org/o/ishi-hills-middle
County-District-School (CDS) Code	04-61507-0110072

2022-23 District Contact Information

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

2022-23 School Overview

Our Mission:
The mission and goal of Ishi Hills Middle School is to empower all students to be successful lifelong learners and citizens to succeed in life. This will be done with the school community achieving excellence together by providing a motivating, non-prejudicial, and safe environment for all students where students have positive relationships teachers and other adults on our campus.

Ishi Hills Middle School is located in the Oroville City Elementary School District in Oroville, California. The town is located in rural Butte County. 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 15 regular education teachers, including teacher in special assignment for behavior support, a band teacher, and two 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, 2 Special Education Aides, a Special Circumstances aide, 5 Campus Supervisor, and 1.5 custodians. This school serves 309 diverse students: African American 3.74%, American Indian or Alaska Native 4.98%, Asian 2.8%, Hispanic or Latino 14.95%, Pacific Islander 0.3%, White 58.26%, and Two or More Races 14.95% (2021/22 number). The school is comprised of 63% Socioeconomically Disadvantaged students.

At Ishi Hills Middle School, we want all our parents to be involved. We have an active parent club. 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

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to attend. Parents are actively involved in other school activities such as: School Site Council; Back to School Night; Open House, 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. The school also offers several infinity clubs that students can join to feel a sense of connection: the Native American Club, the African American Club, the Anime Club, and the Pride Club.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	110
Grade 7	103
Grade 8	111
Total Enrollment	324

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	4.9
Asian	3.1
Black or African American	3.7
Filipino	0.6
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.9
White	57.7
English Learners	2.8
Foster Youth	0.6
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	74.7
Students with Disabilities	11.4

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

2020-21 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)	16.80	100.00	119.10	92.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	6.70	5.22	18854.30	6.86
Total Teaching Positions	16.80	100.00	128.40	100.00	274759.10	100.00

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.

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)	15.60	98.06	129.70	95.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.74	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	1.00	2.60	1.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.10	0.88	2.30	1.70	15831.90	5.67
Total Teaching Positions	16.00	100.00	135.60	100.00	279044.80	100.00

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

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	Bringing Science Alive! 6 Integrated Sciences, TCI 2020 Bringing Science Alive! 7 Integrated Sciences, TCI 2020 Bringing Science Alive! 8 Integrated Sciences, TCI 2020	Yes	0
History-Social Science	History Alive! The Ancient World, TCI 2017 History Alive! The Medieval World and Beyond, TCI 2019	Yes	0

	History Alive! The United States Through Industrialism, TCI 2017		
Foreign Language			0
Health	6- Health and Fitness 2006 Harcourt Brace 7-8 Decisions for Health 2006 Holt, Reinhart, & Winston	Yes	0
Visual and Performing Arts			0

School Facility Conditions and Planned Improvements

Ishi Hills Middle School is the newest school in Oroville City Elementary School District. It was opened February 14, 2006. It is clean with facility that has great upkeep. The play field was completed in April 2020 and meet all ADA requirements. A new running track and pickle ball courts have been completed. This years FIT Report was done August 30, 2022. Ishi Hills was found to be in good condition.

Year and month of the most recent FIT report	08/30/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Wall repair and paint needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Damaged ceiling titles, sink faucet handle leaking in room B2.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The surfacing material will need to be replaced in the near future.

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	N/A	20	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	308	293	95.13	4.87	27.65
Female	145	135	93.10	6.90	31.11
Male	162	157	96.91	3.09	24.20
American Indian or Alaska Native	16	16	100.00	0.00	25.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	18.37
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	47	41	87.23	12.77	39.02
White	175	166	94.86	5.14	25.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	228	216	94.74	5.26	21.30
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	35	100.00	0.00	2.86

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	308	293	95.13	4.87	17.41
Female	145	136	93.79	6.21	16.18
Male	162	156	96.30	3.70	18.59
American Indian or Alaska Native	16	16	100.00	0.00	6.25
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	48	97.96	2.04	12.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	47	41	87.23	12.77	17.07
White	175	167	95.43	4.57	18.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	228	217	95.18	4.82	10.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	35	100.00	0.00	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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.83	15.63	17.3	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	92	92	8	22.83
Female	47	43	91.49	8.51	16.28
Male	52	48	92.31	7.69	29.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100	0	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	15	83.33	16.67	40
White	51	46	90.2	9.8	26.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	70	90.91	9.09	18.57
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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required 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
Grade 7	89%	89%	89%	89%	89%

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.

2022-23 Opportunities for Parental Involvement

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/Showcase: 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.

2022-23 Opportunities for Parental Involvement

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	361	345	138	40.0
Female	178	166	73	44.0
Male	182	178	65	36.5
American Indian or Alaska Native	17	16	5	31.3
Asian	10	10	3	30.0
Black or African American	13	12	3	25.0
Filipino	2	2	1	50.0
Hispanic or Latino	58	55	24	43.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	51	48	20	41.7
White	208	200	81	40.5
English Learners	10	9	2	22.2
Foster Youth	4	3	1	33.3
Homeless	6	5	5	100.0
Socioeconomically Disadvantaged	283	270	117	43.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	45	18	40.0

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	20.79	7.62	2.45
Expulsions	0.53	0.07	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.55	22.99	0.98	8.35	0.20	3.17
Expulsions	0.00	0.00	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	22.99	0.00
Female	19.10	0.00
Male	26.92	0.00
American Indian or Alaska Native	29.41	0.00
Asian	0.00	0.00
Black or African American	46.15	0.00
Filipino	0.00	0.00
Hispanic or Latino	22.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.53	0.00
White	22.12	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	26.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	34.04	0.00

2022-23 School Safety Plan

Safety issues at Ishi Hills Middle School are addressed monthly with staff members and unsafe conditions are quickly reported to stakeholders and district maintenance when required. 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 currenty under review by Safety Committee staff and is discussed during staff meetings. There is also a District Safety Committee, where meetings are held every other month. 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 encompases all schools. Ishi does have its own plan that was thoroughly updated at the end of the 2020 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	3	5	
Mathematics	23	2	7	
Science	27		8	
Social Science	27		8	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	10		
Mathematics	20	9	1	
Science	21	7	3	
Social Science	21	7	3	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	7	
Mathematics	25	2	8	
Science	26	1	8	
Social Science	26	1	7	

2021-22 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	324

2021-22 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.

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	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	7802	1733	6069	79692
District	N/A	N/A	6102	$77,662
Percent Difference - School Site and District	N/A	N/A	-0.5	2.6
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-8.3	-6.0

2021-22 Types of Services Funded

Students at Ishi Hills Middle School receive support services from qualified staff, which includes a school psychologist, full time school counselor, school nurse, health aide, resource specialist teacher and aides, speech and hearing specialist, library aide, Check In and Check Out instructional aide, full time School Resource Officer is always available, and a full time behavior support teacher. We share some of these services with other schools in the district. Safety is a priority and 5 noon duty supervisors are funded with this money.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$49,988	$51,591
Mid-Range Teacher Salary	$77,608	$79,620
Highest Teacher Salary	$95,707	$104,866
Average Principal Salary (Elementary)	$105,484	$131,473
Average Principal Salary (Middle)	$115,216	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$170,625	$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

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.

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. We are currently receiving training in Restorative Practices.

The Butte County Office of Education provides training for teachers in restorative practices, MTSS, and PBIS, and Ed Tech through after school workshops in person and via ZOOM. Presenters through PBIS ran several training opportunities in best classroom strategies, such as, trauma-informed practices in the 2021-2022 school year.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	7	20