

Sisson School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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 2020-2021)

Sisson is a fourth through eighth-grade school that serves approximately 300 students in the community of Mt. Shasta. We are a small, rural community with a population of about 3,000 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.

Our team consists of a full time principal, fourteen credentialed teachers and a 40% counselor.

Sisson School's primary aim is to maximize student achievement. Due to the COVID-19 virus, this school year's focus has been improving distance learning techniques and strategies.

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 English-Language Arts population, and a full time resource teacher serves students qualifying for an Individualized Education Plan. 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.

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 students whom achieve 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.

The 2020-2021 school year has been extremely different due to the distance learning model we've been in 90% of the year. In prior COVID-19 years, 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 virtual science classes and field trips from the Siskiyou County Office of Education, and mini-courses such as digital storytelling and LEGO club. 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 Parents In Education group supports 4.0 field trips after the first, second and third quarters.

Our students and families are supported through a variety of classroom activities and community organizations. With our Positive Behavior Intervention Support (PBIS) system, students learn to resolve conflicts among themselves where appropriate and adults are trained, to intervene as necessary. 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.

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 2019-2020)

Grade Level	Number of Students
Grade 4	55
Grade 5	69
Grade 6	62
Grade 7	68
Grade 8	65
Total Enrollment	319

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.9
Asian	1.3
Filipino	0.6
Hispanic or Latino	11
Native Hawaiian or Pacific Islander	0.9
White	79.6
Two or More Races	0.9
Socioeconomically Disadvantaged	42.3
English Learners	1.3
Students with Disabilities	8.5
Foster Youth	0.3
Homeless	3.8

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	16.75	15.85	28.85
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

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
Foreign Language	Rosetta Stone 4/5 Houghton Mifflin Harcourt Journeys supplemental materials 6-8 Glencoe supplemental materials.	Yes	0

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

School Facility Conditions and Planned Improvements

Sisson is a well-maintained 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 2020 FIT reported the following concerns:

- J wing roof membrane reaching its life expectancy.
- M wing gutters need replacing.
- U wing restrooms need new flooring.
- Expanding cracks on the playground need repair.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

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	U 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	Blacktop needs cracks filled and sealed.
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	49	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	37	N/A	38	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	25	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

When we're not being impacted by COVID-19, our parents talents are utilized in the classroom and school-wide.

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 Parks and 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.5	5.0	3.1	2.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.5	1.5	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The District's Safety Committee meets regularly to identify and address any areas of concern. This committee also updates and approves the District's Comprehensive School Safety Plan for presentation to the School Board annually. The most recent plan was approved by the School Board on January 12, 2021.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	20	2	4		32		3	1	27	1	3	1
Mathematics	20	2	4		32		3	1	27	1	2	2
Science	20	2	4		32		3	1	27	1	3	1
Social Science	20	2	4		32		3	1	27	1	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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	638

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,476.31	\$2,811.58	\$8,664.73	\$67,312.00
District	N/A	N/A	\$8,664.73	\$67,312.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	11.1	-6.0

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

Types of Services Funded (Fiscal Year 2019-2020)

For the school year 2019-20, the district spent \$10,998.00 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,252	\$46,965
Mid-Range Teacher Salary	\$68,509	\$67,638
Highest Teacher Salary	\$78,569	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)	\$103,540	\$117,471
Average Principal Salary (High)		

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$120,138	\$128,853
Percent of Budget for Teacher Salaries	35.0	30.0
Percent of Budget for Administrative Salaries	7.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Mount Shasta Union School District provides three staff development days. Due to the COVID-19, this year all of our staff development days were spent preparing and training for distance learning. Teachers collaborated with each other and also took part in training provided by the Siskiyou County Office of Education.

Newly hired teachers participated 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?

In years not impacted by COVID-19, 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 of Education.

The County Office of Education and various state groups, provide COVID-19 updates and advice to help the District remain in compliance with COVID-19 guidance issued by the state.