

# Sisson School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

<b>District Name</b>	Mount Shasta Union School District
<b>Phone Number</b>	(530) 926-6007
<b>Superintendent</b>	Tami Beall
<b>Email Address</b>	tbeall@msusd.org
<b>District Website</b>	www.mountshastausd.com

## 2023-24 School Description and Mission Statement

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, 17.75 FTE credentialed teachers, a .5 FTE credentialed counselor, a .4 FTE credentialed counselor, and 9 classified employees.

Sisson School's primary aim is to maximize student achievement, along with student and staff safety.

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. Multi-Tiered Systems of Support guide and supports student achievement and behavior. Our Title I program serves a targeted English-Language Arts population, our 1.0 math intervention teacher serves 4th-8th grades, a full time resource teacher serves students qualifying for an Individualized Education Plan and our .25 designated English Language Development teacher serves our English Learner population. Additionally, Sisson recognizes students quarterly for 3.0-3.49 grade point average and 3.5-4.0 grade point average. One student is recognized each week for appropriate behavior through a weekly drawing for demonstrating safe, respectful and responsible behavior. The school board recognizes students each month, as nominated by their teachers, for traits that exemplify our monthly Social Emotional characteristics.

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. 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. Sixth, seventh and eighth grade students have a daily physical education class. An athletic program includes cross country, volleyball, basketball, cheer, and track. The Student Council meets weekly and supports such activities as the school positive attendance and school spirit days. Gifted and Talented Education (GATE) offers after school elective classes such as ceramics and during

2023-24 School Description and Mission Statement

the school day classes such as book club. 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 and quarterly Rewards For Reading recognition gatherings. Fourth and fifth grade students have a daily music class and sixth, seventh and eighth graders have music as an option as an elective class.

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 through Restorative Justice practices 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 of Greater Shasta, 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 provide a rigorous educational path creating the opportunity for each and every student to belong and contribute to our school community, to celebrate their unique potential, and to achieve academic success.

OUR AIMS

AIM I:  
Maximize student social, emotional, and academic achievement.

AIM II:  
Ensure physical and emotional safety district-wide through secure, well-maintained facilities and a positive school culture.

AIM III:  
Strengthen short and long-term financial stability.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	46
Grade 5	41
Grade 6	70
Grade 7	52
Grade 8	61
Total Enrollment	270

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.4%
Asian	0.7%
Black or African American	2.6%
Filipino	0.7%
Hispanic or Latino	10.7%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	2.6%
White	81.5%
English Learners	3%
Homeless	1.9%
Socioeconomically Disadvantaged	44.8%
Students with Disabilities	10.4%

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.10	46.19	12.20	52.33	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	6.79	4.90	20.99	12115.80	4.41
<b>Unknown</b>	6.20	46.94	6.20	26.64	18854.30	6.86
<b>Total Teaching Positions</b>	13.20	100.00	23.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.20	89.09	22.60	93.78	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	10.91	1.50	6.22	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	13.70	100.00	24.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.50	0.00
Local Assignment Options	0.40	1.50
<b>Total Out-of-Field Teachers</b>	0.90	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

**Year and month in which the data were collected** December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt Journeys 4-5 Glencoe 6-8	Yes	0
<b>Mathematics</b>	California Houghton Mifflin Harcourt Math Expressions at 4th and 5th grades. McGraw California Math at 6th, 7th and 8th grades.	Yes	0
<b>Science</b>	Carolina Science 4-8	Yes	0
<b>History-Social Science</b>	Houghton Mifflin Harcourt Teachers' Curriculum Institute	Yes	0
<b>Foreign Language</b>	Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS) 4/5 Houghton Mifflin Harcourt Journeys ELD supplemental materials for integrated ELD 6-8 Houghton Mifflin Harcourt Designated ELD curriculum	Yes	0

## School Facility Conditions and Planned Improvements

Sisson is a well-maintained school within a residential neighborhood in 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 2023 FIT reported the following concerns:

Multiple leaks in the roof above the offices and computer lab. The state of the TPO roof covering is the worst in this location.

Gutters are in need of replacement and repair

M wing roof leaks above classrooms M17 and M18

Roof above the kitchen's TPO roof covering is cracking

Entrances, exits and parking lots are in need of repaving

Vinyl floors in the 4/5 hallway and outside bathrooms need replacing

The vinyl floors in rooms U20, U22, U26, and U27 have worn spots and tears

**Year and month of the most recent FIT report**

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Vinyl floors need replacing.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			L and U wing restroom flooring needs replacement.
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Main entrance, cafeteria parking lot and the north parking lot pavement needs repaving. Currently it's creating water pockets that freeze and create icy spots. They also create trip hazards.
<b>Structural:</b> Structural Damage, Roofs		X		TPO roof covering needs replacing above the main office, computer lab, kitchen and above classrooms U20, U22, U26 and U27

## School Facility Conditions and Planned Improvements

### External:

Playground/School Grounds, Windows/  
Doors/Gates/Fences

X

## 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).

#### 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.



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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	52	43	50	44	47	46
Mathematics (grades 3-8 and 11)	35	35	34	38	33	34

## 2022-23 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
<b>All Students</b>	273	266	97.44	2.56	43.23
<b>Female</b>	138	133	96.38	3.62	48.87
<b>Male</b>	135	133	98.52	1.48	37.59
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	30	28	93.33	6.67	32.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	218	213	97.71	2.29	45.54
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	123	122	99.19	0.81	36.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	29	87.88	12.12	20.69

## 2022-23 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
<b>All Students</b>	273	265	97.07	2.93	35.85
<b>Female</b>	138	132	95.65	4.35	34.09
<b>Male</b>	135	133	98.52	1.48	37.59
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	30	28	93.33	6.67	32.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	218	213	97.71	2.29	35.68
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	123	121	98.37	1.63	25.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	28	84.85	15.15	10.71

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	44.44	27.84	44.44	27.84	29.47	30.29

## 2022-23 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
<b>All Students</b>	99	97	97.98	2.02	27.84
<b>Female</b>	50	50	100.00	0.00	28.00
<b>Male</b>	49	47	95.92	4.08	27.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	80	78	97.50	2.50	30.77
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	44	44	100.00	0.00	20.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	12	85.71	14.29	0.00

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 5	92%	92%	92%	95%	86%
Grade 7	77%	94%	98%	98%	98%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Our parents' talents are utilized both in the classroom and school-wide. Parents volunteer in the classroom and also chaperone field trips and help with athletic events and athlete acknowledgement. We hold Lunch on the Lawn on a monthly basis where parents are allowed to join their students for lunch. Quarterly Cider on the Sidewalk, Lemonade on the Promenade and Cocoa on the Curb to give parents the opportunity to mingle with our school community.

Communication is maximized through:

Annual student, parent and staff surveys

The Mt. Shasta Union School District App, Sisson webpage, school emails 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, Boys and Girls Club of Greater Shasta, and the Board of Trustees.

Fundraising groups include Partners in Education (PIE), the Mt. Shasta Education Foundation and CUBCO. 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	284	282	76	27.0
Female	146	144	40	27.8
Male	138	138	36	26.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	2	2	0	0.0
Black or African American	7	7	2	28.6
Filipino	2	2	0	0.0
Hispanic or Latino	31	31	9	29.0
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	10	10	2	20.0
White	228	226	60	26.5
English Learners	9	9	2	22.2
Foster Youth	0	0	0	0.0
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	131	130	44	33.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	34	34	13	38.2

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	3.68	3.75	6.34	2.29	2.24	3.64	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.34	0
Female	4.11	0
Male	8.7	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.23	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.58	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.16	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.82	0

## 2023-24 School Safety Plan

The most recent plan was approved by the School Board on January 18, 2023.

## 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	25	1	2	2
Mathematics	21	2	2	2
Science	21	2	2	2
Social Science	18	3	2	2

## 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				
Mathematics				
Science				
Social Science				

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

## 2022-23 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	0



## 2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$16,367.52	\$5,442.98	\$10,924.53	\$71,616.00
District	N/A	N/A	\$10,924.53	\$71,176.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.6
State	N/A	N/A	\$7,607.00	\$75,753.00
Percent Difference - School Site and State	N/A	N/A	35.8	-5.6

## Fiscal Year 2022-23 Types of Services Funded

For the school year 2022-2023, the district spent \$16,367,52 per student.

Programs funded include Title I Reading Intervention, 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$50,440	\$48,481
Mid-Range Teacher Salary	\$71,616	\$73,129
Highest Teacher Salary	\$84,597	\$99,406
Average Principal Salary (Elementary)	\$0	\$117,381
Average Principal Salary (Middle)	\$111,451	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$123,141	\$138,991
Percent of Budget for Teacher Salaries	34.76%	29.34%
Percent of Budget for Administrative Salaries	5.98%	5.99%

## Professional Development

Mount Shasta Union School District provides four staff development days. This year our focus was our three peaks: Attendance, Math Instruction and Social Emotional well being for staff and students. Teachers collaborated with each other and also took part in training provided by Trudy Arriaga and Courtney Chase.

This school year our teachers focused on curriculum maps and pacing guides for math. Their work is being saved in a shared Google drive folder for future years. The following questions drove their decision making:

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?

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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	