Ishi Hills Middle School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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	Lori Gaines
Email Address	lgaines@ocesd.net
School Website	https://www.ocesd.org/o/ishi-hills-middle
Grade Span	6-8
County-District-School (CDS) Code	04-61507-0110072

2025-26 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	http://www.ocesd.net/

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

containing 4 classrooms each, a multi-purpose room, and a building that houses the school library and main office.

The staff consists of 15 highly qualified credentialed teachers, 2 highly qualified Ed Specialists. The principal and teachers are supported by the following staff: Full time Assistant Principal, Secretary, Attendance Clerk, two Check In and Check Out Instructional Aides, Library Clerk, full time counselor, part time Speech/Language Specialist, 4 Special Education Aides, a Special Circumstances aide, 3 Campus Supervisors, and 1.5 custodians. This school serves 294 diverse students: African American 3.1%, American Indian or Alaska Native 3.1%, Asian 3.7%, Hispanic or Latino 20.1%, Pacific Islander 0.3%, White 52%, and Two or More Races 15.6%, Filipino 1.%. The school is comprised of 68.7% Socioeconomically Disadvantaged students. 3.4% EL population. Foster youth .3%, homeless 1.7%, students with disabilities 13.9%. (2024-2025)

At Ishi Hills Middle School, we want all our parents to be involved. We do a quarterly "Principal's Coffee & Community" with admin team. 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. Students are recognized monthly for Honor Roll & parents are invited. Parents are notified prior to the assembly and invited to attend. Parents are actively involved in other school activities such as: School Site Council; Back to School Night; Open House, Parent Conferences, special family night's like, "Family Movie Night," 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. Ishi Hills uses Parent Square to communicate with families & share upcoming events, etc. 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 Affinity clubs that students can join to feel a sense of connection: Promotores Club, African American Club, and the Hmong Club. Additionally, we have a Literary Club, Art Club, and a Pride Club. We also have Club Live for all students. We offer math tutoring twice a week after school with a math credentialed teacher.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	96
Grade 7	99
Grade 8	99
Total Enrollment	294

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6
Male	55.4
American Indian or Alaska Native	3.1
Asian	3.7
Black or African American	3.1
Filipino	1
Hispanic or Latino	20.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	15.6
White	52
English Learners	3.4
Foster Youth	0.3
Homeless	1.7
Migrant	0.3
Socioeconomically Disadvantaged	68.7
Students with Disabilities	13.9

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.

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)	15.6	98.06	129.7	95.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.74	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	1	2.6	1.92	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.88	2.3	1.7	15831.9	5.67
Total Teaching Positions	16	100	135.6	100	279044.8	100

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.

2022-23 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	96.97	118.6	85.65	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.7	4.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	3.03	9.9	7.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.2	2.35	14303.8	5.15
Total Teaching Positions	16.5	100	138.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	13.8	81.45	118.9	83.17	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6	4.2	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	18.49	12.4	8.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	2.81	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.5	1.11	13705.8	4.91
Total Teaching Positions	16.9	100	142.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.5	0
Misassignments	0.10	0	3.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0.5	3.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	24
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EMC Mirror and Windows/ 2017	0
Mathematics	Core Connections 2013 CPM	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	0
History-Social Science	History Alive! The Ancient World, TCI 2017 History Alive! The Medieval World and Beyond, TCI 2019 History Alive! The United States Through Industrialism, TCI 2017	0
Foreign Language		0
Health	6- Health and Fitness 2006 Harcourt Brace 7-8 Decisions for Health 2006 Holt, Reinhart, & Winston	0
Visual and Performing Arts		0

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

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 a clean facility that has great upkeep. The play field was completed in April 2020 and meets all ADA requirements. We have a running track and pickle ball courts. A new covered sports pavilion has been completed. This year's FIT Report was done August 28th, 2025. Ishi Hills was found to be in good condition.

Year and month of the most recent FIT report	08/28/2025

School Facility Conditions and Planned Improvements

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		
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			.
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	32	26	29	47	48
Mathematics (grades 3-8 and 11)	15	13	21	21	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	260	94.89	5.11	31.92
Female	126	118	93.65	6.35	33.90
Male	148	142	95.95	4.05	30.28
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	50	96.15	3.85	34.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	40	93.02	6.98	27.50
White	148	141	95.27	4.73	34.75
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	197	183	92.89	7.11	28.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	37	94.87	5.13	5.41

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	275	261	94.91	5.09	13.41
Female	126	118	93.65	6.35	8.47
Male	149	143	95.97	4.03	17.48
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	8.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	50	96.15	3.85	12.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	40	93.02	6.98	10.00
White	148	141	95.27	4.73	16.31
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	198	184	92.93	7.07	10.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	37	94.87	5.13	2.70

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20	13.19	18.45	21.05	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	91	93.81	6.19	13.19
Female	41	37	90.24	9.76	8.11
Male	56	54	96.43	3.57	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	13	86.67	13.33	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	9.09
White	62	59	95.16	4.84	16.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	59	90.77	9.23	5.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	84	84	84	84	84

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.

2025-26 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.

Parent Square: Parent Square is used by admin and staff as a sort of digital newsletter. All events and important updates are posted daily on Parent Square. Teachers and parents can message each other privately in this platform, as well. Admin is copied on all communications between teachers and families.

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.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	332	307	144	46.9
Female	147	136	69	50.7
Male	185	171	75	43.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	3	25.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	60	24	40.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	47	25	53.2
White	178	163	81	49.7
English Learners	12	11	0	0.0
Foster Youth	--	--	--	--
Homeless	12	11	6	54.5
Socioeconomically Disadvantaged	252	230	119	51.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	47	26	55.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
17.38	24.67	17.77	7.98	10.83	6.79	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.28	0	0	0.1	0.11	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.77	0.00
Female	10.88	0.00
Male	23.24	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.69	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.73	0.00
White	21.91	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	33.33	0.00
Socioeconomically Disadvantaged	19.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	32.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 currently 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 encompasses all schools. Ishi does have its own plan that was thoroughly updated at the end of the 2022 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 should be picked up in case of emergency.

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	22	6	3	0
Mathematics	22	6	4	0
Science	23	4	5	0
Social Science	25	2	6	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	3	8	
Mathematics	24	3	7	
Science	26	1	8	
Social Science	27	2	6	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	4	6	
Mathematics	22	4	6	
Science	24	1	7	
Social Science	24	2	6	

2024-25 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	335

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$89,524
Percent Difference - School Site and District	N/A	N/A	-0.5	-7.6
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-55.8	-16.6

Fiscal Year 2024-25 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, district school nurse, site health aide, resource specialist teachers and aides, speech and hearing specialist, library aide, Check In and Check Out instructional aides, the district has a full time School Resource Officer available. 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,796	$61,516
Mid-Range Teacher Salary	$94,853	$95,479
Highest Teacher Salary	$114,343	$125,208
Average Principal Salary (Elementary)	$136,930	$152,668
Average Principal Salary (Middle)	$152,855	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$215,978	$242,781
Percent of Budget for Teacher Salaries	24.52%	29.76%
Percent of Budget for Administrative Salaries	4.69%	5.74%

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.

Professional Development

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 programs 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 continue to receive ongoing 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.

In addition, VITAL PLCs (Professional Learning Communities) are being implemented in the 2024-2025 school year; and leadership coaching through Threshold Rising, LLC for the full administrative team - both continuing in the 2025-2026 school year. New Teacher Trainings are offered monthly in the 25-26 school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20