

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Sisson Elementary School	District Name	Mount Shasta Union Elementary School District
Street	601 East Alma Street	Phone Number	(530) 926-6007
City, State, Zip	Mount Shasta, CA 96067	Web Site	http://sisnet.ssku.k12.ca.us/~msusdftp/index.html
Phone Number	(530) 926-3846	Superintendent	Kathi Emerson
Principal	Sally Gasaway	E-mail Address	kemerson@sisnet.ssku.k12.ca.us
E-mail Address	sgasaway@sisnet.ssku.k12.ca.us	CDS Code	47-70425-6050892

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Sisson is a fourth through eighth grade school that serves approximately 360 students in the community of Mt. Shasta. We are a small rural community with a population of about 3000 located at the base of majestic Mt. Shasta. Our school is in a wonderful area surrounded by mountains, lakes, and forests. Sisson has a beautiful, inviting campus that is well maintained and serves as a community hub for school and non-school related activities and events.

Sisson's API score has been above 800 for the past 5 years. The socioeconomically disadvantaged subgroup of students achieved over 800 on the 2008 STAR test.

Sisson School's primary aim is to maximize student achievement. Since 2002 the proficiency rate for ELA has improved from 50.5% to 77.7% in 2010. In math the rate has improved from 41.3% in 2002 to 70.1% in 2010. The district is currently forming a team to address the goals to close the achievement gap for these learners. The strategic goal is to have 88% of all students proficient by 2012.

Best practices in place to improve student achievement are built upon a culture of collaboration. Professional Learning Communities support the use of benchmark assessments, essential standards, and SMART goal targets. A Pyramid of Intervention guides and informs structures in place to support student achievement, including strategic and intensive interventions for struggling learners. Title 1 programs in ELA and math serve targeted populations, and a full time resource teacher serves learning disabled students along with others who are school-based. Additionally, Sisson recognizes students for hard work. Honor roll and high grade point averages are recognized at school-wide assemblies and 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 corner stone to achievement. A positive attendance campaign includes daily calls home to students who are absent and a quarterly recognition program for student who achieve 96% attendance and above. Recognition includes certificates and having their names listed in the local newspaper. The district and county have SARB procedures in place to intervene for students who are not maintaining acceptable attendance.

A wide variety of opportunities for intellectual, emotional, and physical growth are provided to Sisson students. These include an athletic program that includes cross country, volleyball, basketball, cheer, and track. Sisson students can participate in a ski/snowboard club. Student council meets weekly and supports such activities as the school positive attendance campaign, movie nights, dances, school spirit days, and red ribbon week. GATE offers mini courses such as Lego mindstorms, rocket building, and math competitions. Our exemplary music program features a spring musical and winter concert and includes choir and jazz band. AVID classes have been in place at Sisson for the past several years and supports college-going skills for students who would be first generation college attendees from their families. Student recognition takes the form of quarterly 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.

The school is a well-cared for facility with buildings of varying ages. In the recent past, a gymnasium and cafeteria were added allowing space for PE, sports, VAPA and assemblies. There is also a technology lab and library/media center with full school connectivity. The junior high wing has both a physical science and life science lab with state of the art equipment.

Mission Statement

The Mission of the 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

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Communication is maximized through annual student, parent and staff surveys, weekly newspaper articles, the school website and teacher web pages, Back to School Night and Open House, parent conferences, newsletters, coffee with the principal events, and a school marquis. In addition, the school benefits from the support of many teams and organizations such as Site Council, The Recreation Department, Foster Grandparents, and the Board of Trustees. Fundraising groups include Partners in Education, the Mt. Shasta Foundation and Cubco.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 4	77
Grade 5	76
Grade 6	64
Grade 7	58
Grade 8	83
Total Enrollment	358

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	73
American Indian or Alaska Native	1	Two or More Races	
Asian	1.4	Socioeconomically Disadvantaged	35
Filipino		English Learners	2
Hispanic or Latino	15	Students with Disabilities	6
Native Hawaiian/Pacific Islander	0.84		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	25.0	0	1	0	24.7	0	3	0				
5	25.5	0	2	0	23.5	0	2	0				
6	28.3	0	3	0	26.0	0	1	0				
K-3	0.0	0	0	0	0.0	0	0	0				
3-4	0.0	0	0	0	0.0	0	0	0				
4-8	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.3	0	6	0	27.3	1	7	0				
Mathematics	25.7	0	6	0	24.8	3	3	0				
Science	25.8	0	6	0	25.8	1	5	0				
Social Science	26.3	0	6	0	26.9	1	6	0				

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The Safety Committee meets regularly to identify any areas of concern district-wide.

Date of last update of School Safety Plan: February 23, 2005

Date of last review with Staff August, 2010.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	11.1	7.3	8.9	8.7	8.5	7.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Sisson is a well-kept school within a residential neighborhood within the community of Mt. Shasta. Current plans include replacement of the roof and HVAC system, identified areas of need for the school. Sisson is bordered on one side by athletic fields that are well maintained by the community recreation department. In the past few years, a gymnasium and cafeteria were added to the school and provide space for PE, sports activities, visual and performing arts activities and assemblies. There is also a technology lab that was newly remodeled in 2005, a new music facility in 2004 and library/media center with full school connectivity. The junior high wing has both a physical science and life science lab with state of the art equipment. Expansive and well maintained fields and playground space contribute to the welcoming and nurturing school environment. The grounds and facilities are well maintained and are inspected monthly by the maintenance staff and annually by our liability carrier.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Replace missing water heater tag in cafeteria, replace missing electrical cover plate in cafeteria, eliminate use of extensions cords as a regular electrical supply.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Replace missing basketball backboard padding in cafeteria, post evacuation plan in cafeteria and gym, restrain bookcases and file cabinets in computer lab, 8th grade room, art room, M-12 and M-14, removed piled stock in Headwaters room, inspect fire extinguisher in band room.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Eliminate concrete footings on playground, paint tether ball poles.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	16	16		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (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		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Glencoe	0	Yes
Mathematics	Saxon Prentice Hall	0	Yes
Science	FOSS Prentice Hall	0	Yes
History-Social Science	Houghton Mifflin Harcourt Teachers' Curriculum Institute	0	Yes
Foreign Language	NA	NA	NA
Health		0	Yes
Visual and Performing Arts			Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,562	\$1,707	\$6,154	\$56,467
District	---	---	\$6,154	\$56,230
Percent Difference: School Site and District	---	---	0%	1%
State	---	---	\$5,681	\$57,352
Percent Difference: School Site and State	---	---	8%	4%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Currently the district spends \$8,562 per student. Seventy cents of every dollar goes directly to the classroom. Twenty-five cents is spent for classroom support and five cents for district support. 70% direct to classroom includes teachers, instructional aides, books, materials, supplies and equipment. 25% for classroom support includes the principal, school office, student support staff, curriculum support, transportation, maintenance and operations of school buildings and grounds maintenance. 5% for district support includes the board of education, superintendent and district office.

Programs funded include Title 1 reading intervention, RSP, GATE, music, PE, 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 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	39,731	38,905
Mid-Range Teacher Salary	56,412	56,504
Highest Teacher Salary	64,696	71,750
Average Principal Salary (Elementary)	79,093	92,053
Superintendent Salary	112,742	111,055
Percent of Budget for Teacher Salaries	41.5	37.9
Percent of Budget for Administrative Salaries	7.6	6.8

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	68	77	77	63	73	73	46	50	52
Mathematics	62	69	69	63	69	69	43	46	48
Science	73	74	74	72	74	74	46	50	54
History-Social Science	59	60	60	58	60	60	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	73	68	69	64
Female	80	69	79	57
Black or African American	*	*	*	
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	
Filipino				
Hispanic or Latino	79	67	61	*
Native Hawaiian/Pacific Islander	*	*	*	*
White	79	71	78	63
Two or More Races	54	64	*	*
Socioeconomically Disadvantaged	66	65	61	54
English Learners	*	*	*	*
Students with Disabilities	55	65	*	*
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9	9	9
Similar Schools	5	3	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-4	10	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-8	2	31
Two or More Races			
Socioeconomically Disadvantaged	10	-8	61
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	885	874	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White	889	883	838
Two or More Races			808
Socioeconomically Disadvantaged	851	839	712
English Learners			692
Students with Disabilities			580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Mount Shasta Union Elementary School District provides extensive staff development for kindergarten through Grade 8 teachers. The staff development programs address major school district priorities related to the core curriculum, instructional strategies and classroom management with an emphasis on reading instruction. Newly hired teachers participate in the Beginning Teacher Assessment and Support Program (BTSA). 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 have refined essential standards, assessment and intervention to improve student achievement. Additionally, many teachers and administrators are released from duty to attend workshops or conferences conducted throughout the year.

Ongoing professional development for principals in the district has included monthly meetings at the county office of education, Professional Learning Community training, and district-held administrative meetings to address current trends in education as well as annually required updates and trainings.