

Fort Sage Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Fort Sage Middle School
Street	200 DS Hall
City, State, Zip	Herlong, CA 96113
Phone Number	530.827.2101
Principal	Bryan Young
E-mail Address	byoung@fortsage.org
Web Site	
CDS Code	18750366010714

District Contact Information	
District Name	Fort Sage Unified School District
Phone Number	530.827.2129
Superintendent	Bryan Young
E-mail Address	byoung@fortsage.org
Web Site	www.fortsage.org

School Description and Mission Statement (Most Recent Year)

Fort Sage Middle School (FSMS) is a small, rural middle school in southern Lassen County, including the communities of Doyle and Herlong. Average class size is under 20, and school-wide enrollment under 30. 7th grade 8th grade is incorporated at Herlong High, giving students more opportunities for electives and math courses. FSMS is a school-wide Title 1 school, offering educational assistance in many areas, with a focus on reading and Language Arts. Our District has a very effective RTI process that focuses on meeting the needs of all students where they are. We are transitioning to Common Core State Standards and standard based grading with new CCSS curriculum and training. Our school is a PBIS school.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	2
Grade 7	11
Grade 8	18
Total Enrollment	31

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	6.5
Asian	0.0
Filipino	0.0
Hispanic or Latino	12.9
Native Hawaiian or Pacific Islander	0.0
White	77.4
Two or More Races	0.0
Socioeconomically Disadvantaged	77.4
English Learners	0.0
Students with Disabilities	19.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	4	10	9	27
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	2	2	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	2	2	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	0.00	100.00
All Schools in District	9.01	90.99
High-Poverty Schools in District	9.01	90.99
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 2014

Each pupil in the District must have access to sufficient textbooks and instructional materials in reading/language arts, mathematics, science, and history-social science. Textbooks are aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Glencoe McGraw	Yes	0
Mathematics	McGraw Hill College Preparatory Math- Algebra and up	Yes	0
Science	Holt Scotts Foresman	Yes	0
History-Social Science	TCI- History Alive	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The FSMS is housed at the Herlong High School. With regular maintenance and deferred maintenance projects, the buildings remain in fair to good condition. The Herlong High consists of 8 regular ed classrooms, 1 special ed classroom, 1 computer lab, 1 home ec room, 2 wood/metal shops, 1 gym, and several sports fields.

Each classroom and office at FSMS has it's own telephone and internet access (wired and wireless). Several Smart Boards are available for use in the computer lab and classrooms, each classroom has a projector and document camera. There are also 2 mobile carts with tablets.

One full time Head of Maintenance and two part time custodians keep all sites in the District clean and in good working order and repair.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/12/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]			
Interior: Interior Surfaces			[X]	Discolored ceiling tiles, carpet rips- Leaks are repaired, tile will be replaces
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]		Clutter- areas will be organized
Electrical: Electrical	[]	[X]		Unused metal and wood shops
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]		[X]	Inoperable urinals- Drain will be cleared, leaking urinals will be repaired
Safety: Fire Safety, Hazardous Materials	[X]			
Structural: Structural Damage, Roofs	[X]	[]		Routine Maintenance
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]		

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[X]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	58	42		46	51	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	38	46	29	41	45	43	54	56	55
Mathematics	45	42	25	28	29	27	49	50	50
History-Social Science	6	17	7	30	31	22	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	54	42	-76
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent involvement is always welcomed and encouraged. Parents are welcomed in the classroom to monitor and assist. Volunteers are welcomed for field trip and class activities. Open House is held every year within the first month of school. Parent/ Teacher conferences are held at the end of the 1st semester and an on-going, as needed basis. FSMS has an active Site Council/Parent Advisory Group meets monthly. Parents are asked to contribute ideas and/or concerns through our LCAP Committee as well as Site Council and Parent Advisory Groups. More parent/guardian participation is always needed. There are opportunities for parent volunteers in school sports, fund raisers, and Booster's clubs.

Parent Involvement/ Volunteer Contact: Michelle Beckett @ (530)827-2129

Site Council Contact: Title 1 Director @ (530)827-2129

Boosters/ Athletic Contact: Tom Jones @ (530)827-2101

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	18.2	23.7	21.2	8.7	19.2	9.4	5.7	5.1	4.4
Expulsions	3.0	0.0	0.0	0.5	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

All children, teachers, and administrators have the right to feel safe in their classrooms and school. The purpose of school is for children to learn—a task that can become difficult when students or faculty fear for their own safety or experience disruption in the classroom setting. Teachers are responsible to help their students learn and grow, but they also must handle classroom disruptions and ensure safety for all if an incident does occur. Every school in the Fort Sage USD takes necessary precautions to ensure the safety of students, staff, and visitors. Staff and Administration are present at all breaks, lunch time, and extra-curricular activities to prevent safety problems from starting and to handle any issues that may occur. All visitors are required to check in at the office, so that there is a current record of any person on campus. Security cameras have been installed in each of the hallways at various locations to help with safety and security issues.

The student handbook is sent home the first day of school. The handbook includes behavior expectations and rules of conduct as well as the consequences for breaking said rules. "Time to Teach" procedures are used in each classroom and through out the school and District. "Re-focus" and self-discipline are used to encourage proper behavior from students in order to create a school climate conducive to learning.

The School Safety Plan is reviewed on a staff inservice prior to the start of school. Staff is involved with the annual updates to the plan. Key elements of the plan include: newly implemented emergency flip charts in each room. These charts provide step by step procedures for students and staff in a variety of safety scenarios. Drills are conducted monthly at each site. The drills are then reviewed with staff for efficiency and effectiveness. Portions of the Safety Plan are practiced/reviewed monthly in staff meetings/PLC's or in the classroom setting.

Training at in-service days prior to the beginning of each school year include safety training and safety plans. The District contracts with Keenan & Associates, to provide updated, online training, on all aspects of a Safe School. All teaching and office staff are certified in CPR and First Aid. A crisis/emergency plan is kept in each classroom.

The Head of Maintenance is responsible for on-going monitoring and repair of safety inspections and systems. Northern California Schools Insurance Group conducts an annual inspection of all buildings and sites in the District. Fire extinguishers and alarms are serviced at least once a year. Each site performs monthly fire drills and other emergency preparedness drills. The District contracts with a licensed pest control company. Each site in the District is equipped with an alarm/burglary system.

The District contracts with Lassen County Probation Department for attendance monitoring as well as behavioral/law counseling. The District has close relationships with Lassen County Sheriff's Department and Child Protective Services. The District hosts a sub station for the Lassen County Sheriff's Department, making deputies available on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	5	4	0	0	15	3	1		11	5		
Mathematics	5	2	0	0	7	4			9	6		
Science	10	1	0	0	15	2			14	1	1	
Social Science	10	1	0	0	29		1		28		1	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,107	\$1,409	\$8,697	\$46,125
District	---	---	\$8,697	\$46,929
Percent Difference: School Site and District	---	---	0.0	0.0
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	57.1	-21.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Fort Sage Unified School District uses LCFF dollars for the day to day operations of the district and each site. This includes teacher, administrative, and support staff salaries and benefits. The district also uses LCFF dollars to help support additional, optional, and special programs including athletics, extra-curricular events, special education, remedial programs, transportation, cafeteria programs.

Sierra Primary and Fort Sage Middle School participates in a school-wide Title 1 program.

Fort Sage Middle School and Fort Sage Unified School District are members of the Lassen SELPA. The RSP and special education programs are run by Lassen County Office of Education, and are available at each site in the District.

The school and district receives restricted funds for the following purposes. LCFF money is also used to support each of these programs.

- Ag Incentive (High School only)
- Lottery (restricted and unrestricted)
- REAP
- ROP (High School only, will discontinue 2015)
- Special Education
- Supplemental and Concentration LCFF

*Funds are used for the following activities and services

- Parental Involvement Activities
- Staff training, conferences, and professional development
- Assemblies
- Instructional Aides and Library Services
- Kidscape and other educational activities
- Assessments- MAP, STAR, AR, ESIG

Title 1 Part A

*Funds are used for the following support services

- Instructional Aide
- Intervention Teacher
- Professional Development
- Homeless Services and Activities
- Parental Involvement
- Transportation

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$28,500	\$38,152
Mid-Range Teacher Salary	\$47,265	\$55,573
Highest Teacher Salary	\$61,745	\$71,908
Average Principal Salary (Elementary)	\$0	\$87,660
Average Principal Salary (Middle)	\$0	\$92,424
Average Principal Salary (High)	\$0	\$93,606
Superintendent Salary	\$104,927	\$116,538
Percent of Budget for Teacher Salaries	34	34
Percent of Budget for Administrative Salaries	10	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Fort Sage Unified School District and Fort Sage Middle School actively participate in Professional Development. The staff participates in Professional Learning Communities two times per month, on scheduled early release days, where the focus is increasing student achievement. Staff frequently visit other schools and attend conferences to stay up to date on current instructional practices. Elementary staff attend the Differentiated Learning Conference in Vegas each July, along with other trainings and workshops. Trainers and speakers are brought in on topics such as Common Core, curriculum, and assessments.

In 2013/14 FSUSD began with the MAP assessment program, this program assesses each student's progress 3 times annually. The information can be used to compile teacher efficiency, strengths, and weaknesses.

The Superintendent/Principal performs periodic classroom observations. A formal observation in which written correspondence is given to each teacher, and a meeting is held to discuss, happens annually.