

Herlong High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <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., test data, enrollment, high school 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 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Herlong High School
Street	200 DS Hall
City, State, Zip	Herlong, CA 96113
Phone Number	(530) 827-2101
Principal	Pat Condon
E-mail Address	pcondon@fortsage.org
Web Site	http://www.fortsage.org
Grades Served	9-12
CDS Code	18750361833409

District Contact Information	
District Name	Fort Sage Unified School District
Phone Number	(530) 827-2129
Superintendent	Pat Concon
E-mail Address	pconcon@fortsage.org
Web Site	http://www.fortsage.org

School Description and Mission Statement (Most Recent Year)

Herlong High School (HHS) is a small, rural high school in southern Lassen County serving primarily the communities of Doyle and Herlong. With classes under 20 and school-wide enrollment under 75, one on one and individual attention provides students with meaningful opportunities for success. Herlong High School is a Necessary Small High School, offering educational, vocational, and extra-curricular opportunities in many areas. Our District has a very effective RTI (Response to Intervention) process that focuses on meeting the needs of all students to support them in becoming successful students and citizens who are able to positively contribute to society. The school is transitioning to providing instruction aligned with the Common Core State Standards and developing a Standard-Based grading system. The rural location of Herlong High School has made it necessary to provide programs such as Credit Recovery, continuation education, independent study, and adult education as they are in large demand. We are proud to be able to offer them through Herlong High School and Fort Sage Unified School District. Herlong High School is also a PBIS (Positive Behavioral Interventions and Supports) school meaning students are taught appropriate behavior and appropriate behavior is supported in all areas of the school.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	16
Grade 10	21
Grade 11	20
Grade 12	11
Total Enrollment	68

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	6.5
Asian	1.6
Hispanic or Latino	14.5
White	71
Socioeconomically Disadvantaged	69.4
English Learners	1.6
Students with Disabilities	12.9

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	9	9	7	25
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

Year and month in which data were collected: October 2013

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	Glencoe McGraw Hill	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	McGraw Hill College Preparatory Math	Yes	0
Science	Glencoe Holt	Yes	0
History-Social Science	McDougal Littell	Yes	0
Health	Glencoe		

School Facility Conditions and Planned Improvements (Most Recent Year)

The Herlong High School is in a well-maintained older building. With regular maintenance and deferred maintenance projects, the buildings remain in fair to good condition. The Herlong High consists of 7 regular education classrooms, 1 special education classroom, 1 computer lab, 1 home economics room, 1 science lab/dark room, 2 wood/metal shops, 1 agriculture/farm facility, 1 gym, football field, softball and baseball fields, tennis and basketball courts, lawn quad area, and garden patio.

A new irrigation well was installed to allow for more reasonable irrigation costs. This will enable the school to improve and increase current sports fields and landscaping.

Each classroom and office at HHS has its own telephone and high speed 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. 2 tablet carts are available to classes.

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: 11/12/14				
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 tiles, carpet runs- Leaks are repaired, tiles will be replaced
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/12/14				
Overall Rating	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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	11	26	44
Mathematics	11	12	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	20	19	95.0	47	37	11	0
Male	11		12	60.0	67	17	8	0
Female	11		7	35.0	--	--	--	--
Asian	11		1	5.0	--	--	--	--
White	11		18	90.0	50	33	11	0
Socioeconomically Disadvantaged	11		12	60.0	58	25	17	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	20	18	90.0	67	22	6	6
Male	11		11	55.0	73	18	9	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	11		7	35.0	--	--	--	--
Asian	11		1	5.0	--	--	--	--
White	11		17	85.0	65	24	6	6
Socioeconomically Disadvantaged	11		12	60.0	83	8	0	8
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	40	52	63	51	48	48	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48
All Students at the School	63
Male	--
Female	58
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	61
Socioeconomically Disadvantaged	--
Students with Disabilities	63
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

Fort Sage Unified School District offers a Career Technical Education Program in Agriscience. During 2013/14 the following sequenced/articulated classes were offered; Ag Physical Science, Ag Biology, Ag Advanced Biology, Ag Economics/Government. Each of these classes follow the agriculture CTE curriculum as well as state science or social studies standards. Additional CTE classes were offered including Art, Yearbook, Construction Trades, and Health Careers. 1 year of art classes and 1 year of Yearbook articulate to the equivalence of Lassen Community College ART 1A.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	68
% of pupils completing a CTE program and earning a high school diploma	12
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	27	22	47	42	49	45	57	56	58
Mathematics	41	61	56	55	51	41	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	30	15	59	28	13
All Students at the School	53	29	18	44	38	19
White	45	27	27			

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.

California Physical Fitness Test Results (School Year 2014-15)

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

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 welcome in classrooms with prior arrangements to assist as well as on field trips and other class activities. Parent/ Teacher conferences are held at the end of the 1st trimester and scheduled on an on-going as needed. Fort Sage Middle School has an active Site Council/Parent Advisory Group which meets monthly through which parents are asked to contribute ideas and/or concerns. There are additional opportunities for parent volunteers at school sports events, fund raisers, and Booster's clubs.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	22.70	9.10	9.10	15.60	13.30	16.70	13.10	11.40	11.50
Graduation Rate	72.73	90.91	81.82	81.25	80.00	75.00	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	75	77.27	84.6
Black or African American			76
American Indian or Alaska Native	50	50	78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino		100	81.28
Native Hawaiian/Pacific Islander			83.58
White	80	78.95	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	50	33.33	61.28
English Learners			50.76
Students with Disabilities	80	85.71	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	39.53	16.47	3.85	19.16	9.38	2.26	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

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 Unified School District 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. Security cameras have been installed in each of the hallways at various locations to help with safety and security issues.

Long before students even set foot on campus work begins on planning for a healthy, safe, and supportive learning environment. The School Safety Plan is reviewed and staff is involved with the annual updates. All staff members are trained during in-service days in how to implement the School Safety Plan. Additionally, the district maintains a contract with Keenan and Associates to provide to staff updated, mandatory online training on various aspects of a safe school. All teaching and office staff are certified in CPR and First Aid. Copies of crisis and emergency procedures are kept in each classroom.

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. The “Time to Teach” program procedures are used in each classroom and throughout the school district to support the PBIS (Positive Behavior Interventions and Support) system. As part of the program, “Re-focus” and self discipline are used to encourage appropriate behavior from students in order to create a school climate conducive to learning.

Drills to prepare for emergencies which may include evacuation of the facility, fire, intruder, safety lock-down, and earthquake, are conducted monthly at each site. Staff and student responses and effectiveness of the drills are then reviewed. Updates are then made to the Safety Plan as needed.

The Head of Maintenance is responsible for on-going safety inspections and monitoring of facility systems. The Northern California Schools Insurance Group conducts an inspection every other year of all buildings and sites in the district. Fire extinguishers, fire suppression systems, and burglary alarms system are serviced at least once a year by certified technicians. Additionally, the district contracts with a licensed pest control company to keep the facility free of insects and rodents.

Every school employee at Fort Sage High School is trained and prepared to take necessary precautions to ensure the safety of students, staff, and visitors. Students are supervised at all times to provide for student safety. All classrooms are equipped with phones. All visitors are required to check in at the office and a record is kept of any person who visits the campus.

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.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	No	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	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	6	13		7	12		6	13						
Mathematics	5	13		4	16		4	10						
Science	4	13		4	14		4	16						
Social Science	7	7	1	9	6		7	8						

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.37	60
Counselor (Social/Behavioral or Career Development)	.37	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other		N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,107	\$1,409	\$8,697	\$46,125
District	N/A	N/A	\$8,697	\$48,733
Percent Difference: School Site and District	N/A	N/A	0.0	-5.4
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	62.6	-22.4

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

Types of Services Funded (Fiscal Year 2014-15)

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, and cafeteria programs.

Herlong High 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 receive 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$29,640	\$38,953
Mid-Range Teacher Salary	\$49,156	\$57,103
Highest Teacher Salary	\$64,215	\$74,127
Average Principal Salary (Elementary)		\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)		\$97,758
Superintendent Salary	\$106,990	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	9%	7%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science		N/A
All courses	1	1.1

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Fort Sage High School teachers actively participate in Professional Development. The staff participates in Professional Learning Communities two times per month on scheduled early release days. The the focus is on increasing student achievement. Staff frequently visit other schools and attend conferences to stay up-to-date on current instructional practices. Staff other training opportunities and workshops as available. Trainers and speakers are brought in to present strategies on topics such as Common Core, current curriculum updates, assessments, and interpreting data.

In 2013/14 Fort Sage Unified School District began with the MAP assessment program. This program assesses each student's progress 3 times annually. The information can be used to guide instruction by identifying efficiency, strengths, and weaknesses.

The Superintendent/Principal performs on-going classroom observations. Also, an annual formal observation followed by a meeting in which written documentation is provided for each teacher by the Superintendent/Principal.