

Sierra Primary

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Sierra Primary
Street	P.O. Box 35, 100 D.S. Hall Street
City, State, Zip	Herlong CA 96113
Phone Number	(530) 827-2129
Principal	Bryan Young
Email Address	byoung@lcoe.org
School Website	www.fortsage.org
County-District-School (CDS) Code	18750366096341

2022-23 District Contact Information

District Name	Fort Sage Unified School District
Phone Number	(530) 827-2129
Superintendent	Bryan Young
Email Address	byoung@lcoe.org
District Website Address	http://www.fortsage.org

2022-23 School Overview

Sierra Primary is a small, rural elementary school in southern Lassen County primarily serving the communities of Doyle and Herlong. With average class size under 20, and school-wide enrollment averaging 60, individualized student attention is a priority. Sierra Primary is a school-wide Title 1 school which is able to offer educational assistance in many academic areas including English Language Arts and Math. The District is in the initial phases of implementing a new MTSS (Multi-Tiered System of Support) 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 providing instruction aligned with the Common Core State Standards and has developed a Standard-Based grading system. New curriculum and resources have been purchased and staff training is ongoing. Sierra Primary is also in the initial process of developing a PBIS (Positive Behavioral Interventions and Supports) school program meaning students are taught appropriate behavior and appropriate behavior is supported in all areas of the school.

The school is in the initial phases of implementing a new MTSS (Multi-Tiered System of Support) 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. New curriculum and resources have been purchased and staff training is ongoing. Herlong High School is also in the initial process of developing a PBIS (Positive Behavioral Interventions and Supports) school program meaning students are taught appropriate behavior and appropriate behavior is supported in all areas of the school. The school is working with the Lassen County Office of Education for Differentiated Assistance to improve certain areas of weaknesses and identifying the root issues to improve the climate and culture of the school to create a positive learning experience for all students. We have implemented social- emotional learning strategies and are focused on teaching the highly leveraged standards through quality Tier-1 Instruction that is engaging for all students to learn. District Mission Statement: We endeavor to help students become lifelong learners, gaining essential skills to graduate from high school and develop intellectual character for good citizenship. District Vision Statement: The relentless pursuit of anything that works in the life of a child.

All Students are supplied a chrome book as well as a set in each of the classrooms are always available. New technology was purchased such as promethean interactive displays so teachers and staff have access to cutting edge technology. The school will continue to operate the Adult School CTE program in 2022-23 in order to help meet the needs of the Herlong & Doyle Community.

2022-23 School Overview

Particular attention has been given to school safety. HHS has hired a school safety officer that also provides support to students and helps monitor extra curricular activities. Emergency drills are conducted as required by the California Education Code. Building safety codes comply with fire marshal codes and are reviewed periodically. The director of facilities conducts safety and maintenance reviews on the site annually. In addition, the district's risk-management consultant conducts an annual inspection. The most recent Facility Inspection Tool (FIT) allows us to have a continuous improvement plan of facilities.

All classrooms have brand new furniture and student learning centers that help improve a positive school climate.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	7
Grade 2	12
Grade 3	9
Grade 4	5
Grade 5	8
Grade 6	8
Total Enrollment	62

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	6.5
Filipino	0.0
Hispanic or Latino	12.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.7
White	71.0
English Learners	0.0
Foster Youth	4.8
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	59.7
Students with Disabilities	17.7

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.10	100.00	17.10	56.47	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	3.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.80	32.36	12115.80	4.41
Unknown	0.00	0.00	2.20	7.31	18854.30	6.86
Total Teaching Positions	5.10	100.00	30.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	January 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2017	Yes	0
Mathematics	McGraw Hill/2015	Yes	0
Science	Mc-Graw Hill Holt	Yes	0
History-Social Science	Scott Foresman History Alive	Yes	0

School Facility Conditions and Planned Improvements

The following information is taken from the Williams Act Inspection Report conducted by Lassen County Office of Education on September 15, 2022.

The Sierra Primary School building is over 45 years old. With regular maintenance and deferred maintenance projects, the building remains in poor to fair condition. Sierra Primary consists of regular education classrooms, 1 special education classroom, and one Title I classroom that also serves as a computer lab. There is one library, a staff workroom, front office and other administration offices, and a cafeteria/multi-purpose room on site. The playground consists of a newly sealed asphalt area for basketball, four square, and other organized sports; a couple large grassy areas for soccer and games; and sandy areas with swings, playground equipment and volleyball. New fitness and PE equipment was installed on the playground in August 2014.

Each classroom and office at Sierra Primary has its own telephone and internet access, both wired and wireless. Each student is issued a Chromebook for 1:1 technology for 21st Century Skills acquisition. It was unclear at the time of the inspection if there were sufficient standards aligned instructional materials available for student use at all grade levels in the four core subject areas monitored, English Language Arts, Mathematics, History-Social Science, and Science. Insufficient materials were in the areas of History-Social Science and Science in several of the elementary classrooms.

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

Year and month of the most recent FIT report

09/06/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Teachers' lounge- the vents are covered with plastic. Pipe insulation is deteriorating on the west side of the building nearest the playground.
Interior: Interior Surfaces			X	Kitchen/Cafeteria: the tile flooring underneath the sinks and counter in the kitchen needs to be cleaned and repaired or replaced. The mats in the kitchen need to be cleaned. Mops should be cleaned and stored in an appropriate place away from food preparation. The cove base in the cafeteria needs to be cleaned and repaired in some areas. The tile flooring in the cafeteria near doors and in corners needs to be cleaned. The front door to the cafeteria

School Facility Conditions and Planned Improvements

			<p>needs to be replaced, the right-side door is missing and is covered with a piece of plywood.</p> <p>Hallways: The carpet in the hallways is showing significant wear; rips, tears, and buckles were noted. Some tears are covered with tape. It appears that several areas of carpet have been replaced with dissimilar carpet remnants.</p> <p>Classrooms: The carpeting in all classrooms is showing wear, rips and tears are noticeable, some are covered with duct tape. Sub-flooring can be seen in some areas. Stained ceiling tiles and broken light covers need to be repaired or replaced. The flooring around the toilets in Room 1 needs to be thoroughly cleansed. Room 2 and 5- sinks and drinking fountains do not work, there is no running water in the classroom. Students who use the toilets in the classroom do not have a place to wash their hands. The windows in the library need to be cleaned.</p> <p>Nurse's Office/Teacher's Lounge: the ceiling in the nurse's office and adjoining storage room needs repair. The ceiling tiles are stained and falling apart, dried water stains running down the wall and window may indicate a leak. Insulation is hanging down between the wall and ceiling panels. There is a water stain on the wall in the teacher's lounge. The carpet is showing significant wear.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>Pest inspection occurs regularly. Inspection and removal of vermin traps needs to be completed regularly. See comments in Interior, Restrooms/Fountains sections for cleanliness compliance issues.</p>
<p>Electrical</p>		X	<p>Room- light panels are cracked. Rooms 2 and 4 have computer and phone wires that need to be tied to reduce trip hazards. Wires in hallways, both used and unused, need to be securely fastened to the wall and should not be left dangling. All electrical outlets/sockets need to be covered with an appropriate wall plate. Nurse's Office- an electrical cover needs to be fastened to the wall, one of the light panels is cracked and it appears that loose wires are resting in the light panel.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>The drinking faucet in Room 6 is loose. One of the sinks in the girls' restroom does not work and the wall behind the toilet needs repair. One of the sinks in the boys' restroom needs repair. A bucket is sitting under the sink to collect leaking water. The toilet stall has a curtain instead of a locking door. The drinking fountain outside the upper restrooms is inoperable. One of the sinks in the girls' restroom needs repair. One of the toilet stalls has a curtain instead of a locking stall door and the other stall door has a broken hinge. The middle sink in the boys' restroom does not work, there is no door on the toilet stall, and there is a hole in the coving. The toilets and floors around urinals need to be thoroughly cleansed. The ceiling in the boys' restroom near the cafeteria is in disrepair. The cove base needs to be repaired or replaced. The walls are</p>

School Facility Conditions and Planned Improvements

			partially painted and one of the windows is cracked. One of the sinks does not work and the odor indicates that the restroom needs to be thoroughly cleansed.
Safety: Fire Safety, Hazardous Materials		X	In rooms 2 and 8 the filing cabinets and cubbies need to be anchored. Exterior paint is loose and peeling from the siding. Clorox wipes, Comet Cleanser, and disinfectant wipes were sitting out in several classrooms.
Structural: Structural Damage, Roofs		X	Exterior siding is in disrepair, peeling paint, loose boards, holes, and dry rot were noticed in multiple locations around the campus. Stains in nurse's lounge and teacher's lounge indicate roof leaks. Stains in windows of dried water indicate leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	The rooms near the playground have weeds growing from the gutters and roof. The washing machine sitting in front of the building must be removed. The sidewalks are cracked, uneven, and weeds are growing in between the cracks. The sidewalks are slippery, and uneven as the surface layer of pea gravel is coming loose. Leaves, weeds, grass clippings and debris have accumulated around the building in corners and around doors. Some outdoor rugs need replacement as they don't lay flat and pose a trip hazard. A wooden bench on the sidewalk near the playground needs repair as it is not properly secured. Crumbling pavement and loose gravel create an uneven surface on the access path to the playground which poses a trip hazard.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	3	N/A	24	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	29	90.63	9.37	3.45
Female	13	11	84.62	15.38	9.09
Male	19	18	94.74	5.26	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	22	20	90.91	9.09	5.00
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	18	16	88.89	11.11	6.25
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	29	90.63	9.37	0.00
Female	13	11	84.62	15.38	0.00
Male	19	18	94.74	5.26	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	22	20	90.91	9.09	0.00
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	18	16	88.89	11.11	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	--	8.33	24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	na	na	na	na	na
Grade 9	na	na	na	na	na

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.

2022-23 Opportunities for Parental Involvement

Parental involvement at Sierra Primary School 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. The school provides opportunities for families to visit school to celebrate student achievement through Open House, the Halloween Parade, the Fall Frolic Fun Night, Christmas Music Program, Literacy Night, Valentines Family Fun Event, Math Night, the Easter Egg Hunt, Spring Sing, and Art Night to name a few. Parents are asked to contribute ideas and/or concerns through surveys well as through the Site Council and Parent Advisory meetings which meets monthly. More parent/guardian participation is always needed.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	77	74	34	45.9
Female	36	35	16	45.7
Male	41	39	18	46.2
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	4	4	1	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	11	11	8	72.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	2	33.3
White	55	52	22	42.3
English Learners	0	0	0	0.0
Foster Youth	4	4	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	50	47	23	48.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	15	14	9	64.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	12.50	7.31	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	4.05	3.90	4.14	4.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.90	0.00
Female	0.00	0.00
Male	7.32	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.45	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 are installed at the Ft. Sage/Herlong Learning Center.

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 currently under development in conjunction with recommendations from key agencies in the county. All staff members will be trained during in-service days in how to implement the School Safety Plan once it is finalized. Additionally, the district maintains a contract with Keenan and Associates to provide 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.

New safety drills to prepare for emergencies which may include evacuation of the facility, fire, intruder, safety lock-down, and earthquake, will be rehearsed on a monthly basis once the safety plan is finalized. Staff and student responses and effectiveness of the drills will be reviewed with the appropriate agencies and school personnel. Updates will then be made to the Safety Plan as needed. We are working in conjunction with the school resource officers to be proactively prepared in the event of an incident.

The Director is responsible for on-going safety inspections and monitoring of facility systems at the Susanville Learning Center. The Head of Maintenance is responsible for on-going safety inspections and monitoring of facility systems at the Ft Sage/Herlong Learning Center. 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 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 Comprehensive Safety Plan was reviewed, updated and adopted on September 14, 2022.

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 Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
Other	19	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1		
Other	10	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
Other	23	2		1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$15,148	\$2,668	\$12,480	\$54,739
District	N/A	N/A	\$3,543	\$57,956
Percent Difference - School Site and District	N/A	N/A	111.6	-5.7
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	61.7	-28.6

2021-22 Types of Services Funded

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.

Sierra Primary is a school-wide Title 1 program.

Sierra Primary 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

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, CAASPP, AR

Transportation

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$37,621	\$46,419
Mid-Range Teacher Salary	\$53,334	\$69,902
Highest Teacher Salary	\$94,444	\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)		\$122,212
Superintendent Salary	\$119,000	\$150,971
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

Fort Sage Unified School District and Sierra Primary School actively participate in Professional Development. The staff participates in Professional Learning Communities at least two times per month on scheduled early release days for the previous two school years. This year (2020-21) we implemented weekly teacher collaborative teams to review student achievement data focusing on the highly leveraged standards and quality Tier-1 instruction. The focus is on increasing student achievement. Staff frequently visit other schools and attend conferences to stay up-to-date on current instructional practices. Trainers and speakers are brought in to present strategies on topics such as Common Core, current curriculum updates, assessments, and interpreting data. Teachers attended summer academies which taught the highly leveraged standards, quality Tier-1 lesson planning, trauma informed decision making, social emotional learning, highly effective strategies for core content retention. through the use of neuroscience research-based activities. Training was also provided during Saturdays throughout the fall semesters for Google G+Suite to train teachers on the SAMR technology standards and how to implement them into daily lessons focusing on 21st Century Skills Learning.

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 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	36	37	38