

Herlong High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Herlong High School
Street	200 DS Hall
City, State, Zip	Herlong, CA 96113
Phone Number	(530) 827-2101
Principal	Bryan Young
Email Address	byoung@lcoe.org
School Website	
County-District-School (CDS) Code	18750361833409

2023-24 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	http://www.fortsage.org

2023-24 School Description and Mission Statement

Herlong High School, a comprehensive high school, is part of the Fort Sage Unified School District, it is a rural school in southern Lassen County primarily serving the communities of Doyle and Herlong. Herlong is an isolated rural area. The major occupations are Sierra Army Depot and Federal Corrections Institution Herlong. HHS is within the service area of Lassen Community College, located 45 miles north in Susanville. With average class size under 20, and school-wide enrollment averaging 40, individualized student attention is a priority. Herlong High School is a school-wide Title 1 school which is able to offer educational assistance in many academic areas including English Language Arts and Math. Herlong High School strives to provide a quality education. Although the school has been through some major changes in facilities, personnel and student enrollment during the last 20 years, the staff and administration are continuously adjusting as necessary to continue meeting the community's diverse needs. Currently, the facilities include one major building a gymnasium and a CTE building. The main building contains eight standard classrooms, one science lab/classroom, one home-economics room/classroom, one ROP computer lab, the office. The small gymnasium has a weight room and locker rooms. 4 full-time teachers, 2 half time and paraprofessionals are on staff along with a full-time secretary and a safety officer and custodian. The high school course offerings enable the students to meet the entrance requirements for the University of California and California State University systems. In addition to the core subject areas (English, mathematics, science and social science), students may choose from a variety of elective classes including Spanish, computer literacy, food studies, chemistry or physics (in alternating years), art and agriculture classes. A selection of college-level classes is also available through Edgenuity online classes. Herlong High School offers small classes. Students receive individualized attention. The smaller class size enables teachers to know students better, offer extra help, recognize learning problems and support special education needs.

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

2023-24 School Description and Mission Statement

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.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	11
Grade 10	12
Grade 11	12
Grade 12	6
Total Enrollment	41

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	34.1%
Male	65.9%
American Indian or Alaska Native	4.9%
Black or African American	9.8%
Hispanic or Latino	12.2%
Two or More Races	12.2%
White	56.1%
English Learners	2.4%
Homeless	2.4%
Socioeconomically Disadvantaged	90.2%
Students with Disabilities	17.1%

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)	2.40	50.52	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	1.66	1.10	3.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	21.21	9.80	32.36	12115.80	4.41
Unknown	1.20	26.20	2.20	7.31	18854.30	6.86
Total Teaching Positions	4.80	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)	1.90	45.75	18.40	58.22	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	7.59	0.50	1.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	13.79	7.80	24.76	11953.10	4.28
Unknown	1.40	32.64	4.80	15.18	15831.90	5.67
Total Teaching Positions	4.30	100.00	31.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	0.60
Total Out-of-Field Teachers	1.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Houghton Mifflin California Connections/2016	Yes	0
Mathematics	McGraw Hill/ Glencoe Math College Preparatory Math	Yes	0
Science	Glencoe McGraw-Hill Prentice Hall	Yes	0
History-Social Science	McDougal Littell Glencoe (Government)	Yes	0
Foreign Language	Odysseyware	Yes	0
Health	Odysseyware	Yes	0
Visual and Performing Arts	Odysseyware	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 August 29, 2019

Herlong High School is housed with Fort Sage Middle School. With regular maintenance and deferred maintenance projects, the buildings remain in poor to fair condition. Herlong High School consists of 8 regular ed classrooms, 1 special ed classroom, 1 computer lab, 1 home economics room, 1 wood/metal shop, 1 auto shop, 1 gym, outdoor tennis courts, and 2 functional sports fields.

Each classroom and office at Fort Sage Middle School has its own telephone and internet access (wired and wireless). One Smart Board is available for use in the English classroom, each classroom has a projector and document camera. Each student was provided their own Chromebook for 1:1 technology and 21st Century Skills acquisition. There are "sufficient" standards aligned instructional materials available for each student at all grade levels in all four core subject areas monitored. Instructional materials were available online and paper copies were available when needed.

One full time Head of Maintenance and two full-time custodians are responsible for continuous maintenance and repairs of all sites in the District.

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	Hallways- pipe insulation appears to be cracking/ deteriorating around pipes on the ceiling. Boy's restroom (main building)- wall heater needs to be cleaned. Vent in hallway is dirty and bent. Thermostat in the main hallway and Girl's gym restroom is exposed and appear to be broken. Room 15 swamp cooler is leaking.
Interior: Interior Surfaces			X	The ceiling tiles in the hallway near the restrooms are significantly damaged and need immediate attention. Ceiling tiles throughout the campus are stained, loose, or missing. Wall tiles in the gym are loose and

School Facility Conditions and Planned Improvements

			missing. In the girls' gym restroom there are cracks in the walls. Ceramic wall tiles are missing in the main building girls' restroom. Carpet has been removed from one classroom but has not been replaced. Floor tiles throughout the campus are broken and/or missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	Main entryways and hallways including classrooms appear to be kept clean on a regular basis. Regular pest inspections and vermin abatement traps are checked and replaced regularly. The outside common areas as addressed earlier need to be well maintained with removal of accumulated debris on a regular basis.
Electrical			X
			Hallway- light panels are cracked. Light covers are missing in the gym area. Loose wires are hanging down and in reach of students and guests in the gym area. Light covers are missing outside rooms 15, 16, and 17.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X
			The boys' restroom in the main building needs immediate attention, unsafe condition for student use. The stall door is damaged and does not lock. The top hinge is loose and the support wall to the stall is not attached to the floor. One of the urinals is out of order and is covered with a plastic trash bag. One sink in the boys' gym is not working. The boys' stall in the metal shop is missing a door. The urinal in the wood shop is out of order and is covered with a plastic trash bag.
Safety: Fire Safety, Hazardous Materials			X
			Paint and chemicals are not stored in a locked cabinet. Clorox wipes, spray comet, and disinfectant wipes were located in rooms 2, 3 and 16.
Structural: Structural Damage, Roofs			X
			The entire gutter system is missing outside of rooms 15, 16, and 17 and water from swamp cooler draining onto the concrete. The same water drainage occurs at the main entrance to the gym and the back entrance to the main hallway of the main building which causes a freezing hazard in the winter. Exterior paint is peeling in several areas throughout campus.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	
			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. Two trees on the south side of the main building appear to be dead and may need to be removed. The boy's gym restroom door lock is missing and stall door. Exterior doors to rooms 15, 16, and 17 do not have mechanisms or door locks that can be secured from inside in case of lockdown emergency. All main building classrooms lock from the hallway side of doors as well.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--	--	24	26	47	46
Mathematics (grades 3-8 and 11)	--	--	13	16	33	34

2022-23 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
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	--	--	--	--	--

2022-23 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
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	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.71	46.15	24.00	41.18	29.47	30.29

2022-23 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	13	13	100.00	0.00	46.15
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
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	--	--	--	--	--

2022-23 Career Technical Education Programs

Fort Sage Unified School District offers a Career Technical Education Program in Agriscience at Herlong High School. During 2018/19 the following sequenced/articulated classes were offered; CTE Physical Science, CTE Biology, CTE Advanced Biology, CTE 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 Auto Shop, Welding, and Consumer and Family Science.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	41
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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

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.

2023-24 Opportunities for Parental Involvement

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 on an as needed basis. Herlong High 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. The FFA hosts an annual banquet which parents attend and the school has an honor roll/perfect attendance assembly which parents are invited to come celebrate at the end of each semester. Teachers hold various events throughout the school year inviting parents to attend.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	35.3	--	--	18.8	7.7	10.8	9.4	7.8	8.2
Graduation Rate	58.8	--	--	79.2	84.6	83.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	48	47	31	66.0
Female	17	17	11	64.7
Male	31	30	20	66.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	0	0	0	0.0
Black or African American	4	4	1	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	7	6	3	50.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	5	100.0
White	29	29	20	69.0
English Learners	1	1	1	100.0
Foster Youth	0	0	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	40	39	24	61.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	8	8	8	100.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	25.00	19.57	12.50	4.14	4.27	2.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.5	0
Female	0	0
Male	19.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	10.34	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	15	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 have been installed in each of the classrooms with audio capabilities if the teacher opted in for audio and there are cameras in each of the hallways and in the gym at various locations to help with safety and security issues. The school is also in contract under an MOU with Lassen County Sheriff Office for on-site school resource officers who come at intermittent times throughout the week.

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 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 school district recently implemented a behavior matrix plan approved by the school board to support teachers in the classroom when minor behavioral disturbances occur. This is a three-tiered matrix system which clearly defines who is to address which behavior and how it is to be addressed based on number of occurrences.

2023-24 School Safety Plan

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 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 Herlong 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.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	15		
Mathematics	3	9		
Science	1	5		
Social Science	3	8		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	7		
Mathematics	5	7		
Science	2	5		
Social Science	4	7		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	6	0	0
Mathematics	3	11	0	0
Science	2	5	0	0
Social Science	4	8	0	0

2022-23 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

2022-23 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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$29,304	\$4,812	\$24,492	\$70,482
District	N/A	N/A	\$14,480	\$64,290
Percent Difference - School Site and District	N/A	N/A	51.4	9.2
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	105.2	-10.1

Fiscal Year 2022-23 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.

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)

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$37,997	\$47,616
Mid-Range Teacher Salary	\$53,334	\$75,580
Highest Teacher Salary	\$83,547	\$100,485
Average Principal Salary (Elementary)	\$0	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$0	\$125,386
Superintendent Salary	\$126,284	\$157,977
Percent of Budget for Teacher Salaries	28.38%	27.82%
Percent of Budget for Administrative Salaries	7.46%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	4.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

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 for the previous two school years. This school year (2020-21) the district implemented weekly teacher collaborative teams to focus on quality Tier-1 instruction and the highly leveraged standards. 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

Professional Development

updates, assessments, and interpreting data. This summer teachers attended summer academies which focused on unpacking and stacking the highly leveraged standards and building quality Tier-1 lesson plans. The academies also trained teachers in social emotional learning, trauma informed decision making, social awareness, and brain-based neuroscience evidence-based activities to embed core content for improved student achievement.

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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	37	38	28