

Herlong High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Herlong High School |
| Street | 200 DS Hall |
| City, State, Zip | Herlong, CA 96113 |
| Phone Number | (530) 827-2101 |
| Principal | Dr. Keith Tomes |
| Email Address | ktomes@fortsage.org |
| Website | http://www.fortsage.org |
| County-District-School (CDS) Code | 18750361833409 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|---|
| District Name | Fort Sage Unified School District |
| Phone Number | (530) 827-2129 |
| Superintendent | Dr. Keith Tomes |
| Email Address | ktomes@fortsage.org |
| Website | http://www.fortsage.org |

School Description and Mission Statement (School Year 2020-2021)

Herlong High School 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. 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. 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 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.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 11 |
| Grade 10 | 10 |
| Grade 11 | 16 |
| Grade 12 | 9 |
| Total Enrollment | 46 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 2.2 |
| American Indian or Alaska Native | 4.3 |
| Hispanic or Latino | 10.9 |
| White | 80.4 |
| Two or More Races | 2.2 |
| Socioeconomically Disadvantaged | 80.4 |
| Students with Disabilities | 21.7 |
| Foster Youth | 2.2 |
| Homeless | 8.7 |

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

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 7 | 6 | 5 | 10 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|----------|----------|----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

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.

| 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 |

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

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 09/06/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Poor | 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 | Poor | 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 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. |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Fair | 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: Electrical | Poor | 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 | Poor | 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 | Fair | 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 | Poor | 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. |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------------|--|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | <p>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.</p> |
| Overall Rating | Fair Poor | |

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | | N/A | 37 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | | N/A | 15 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | -- | N/A | 18 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

Career Technical Education (CTE) Participation (School Year 2019-2020)

| 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 | 0 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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.

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 5.9 | 13.3 | 7.7 | 3.1 | 8.6 | 7.1 | 9.1 | 9.6 | 9 |
| Graduation Rate | 94.1 | 86.7 | 76.9 | 93.8 | 91.4 | 78.6 | 82.7 | 83 | 84.5 |

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 17.9 | 31.6 | 5.8 | 8.0 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 32 | 17 | 3.5 |
| Expulsions | 0 | 0 | .08 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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.

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.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English Language Arts | 2 | 15 | | | 3 | 17 | | | 5 | 10 | | |
| Mathematics | 4 | 13 | | | 3 | 16 | | | 3 | 14 | | |
| Science | 2 | 6 | | | 2 | 8 | | | 2 | 10 | | |
| Social Science | 3 | 8 | | | 3 | 10 | | | 4 | 8 | | |

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 0 |

*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.

Student Support Services Staff (School Year 2019-2020)

| 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 | 0.2 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$12,580 | \$893 | \$11,687 | \$58,121 |
| District | N/A | N/A | \$7,960 | \$57,251 |
| Percent Difference - School Site and District | N/A | N/A | 37.9 | 1.5 |
| State | N/A | N/A | \$7,750 | \$68,990 |
| Percent Difference - School Site and State | N/A | N/A | 40.5 | -17.1 |

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

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

Ag Incentive (High School only)

Lottery (restricted and unrestricted)

REAP

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

T

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | | \$44,318 |
| Mid-Range Teacher Salary | | \$67,053 |
| Highest Teacher Salary | | \$90,163 |
| Average Principal Salary (Elementary) | | \$106,389 |
| Average Principal Salary (Middle) | | \$113,976 |
| Average Principal Salary (High) | | \$114,214 |
| Superintendent Salary | | \$141,066 |
| Percent of Budget for Teacher Salaries | 26.0 | 29.0 |
| Percent of Budget for Administrative Salaries | 8.0 | 6.0 |

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 18 | 36 | 36 |

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 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.