

Sierra Primary

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	Sierra Primary
Street	P.O. Box 35, 100 D.S. Hall Street
City, State, Zip	Herlong CA 96113
Phone Number	(530) 827-2129
Principal	Dr. Keith Tomes
Email Address	ktomes@fortsage.org
Website	http://www.fortsage.org
County-District-School (CDS) Code	18750366096341

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)

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 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. 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 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
Kindergarten	12
Grade 1	12
Grade 2	7
Grade 3	10
Grade 4	12
Grade 5	2
Grade 6	14
Total Enrollment	69

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

Student Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	4.3
Hispanic or Latino	10.1
Native Hawaiian or Pacific Islander	2.9
White	63.8
Two or More Races	13
Socioeconomically Disadvantaged	95.7
Students with Disabilities	24.6
Foster Youth	2.9
Homeless	2.9

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	4	4	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	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

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

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. There were NOT 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 keep all sites in the District clean and in good working order and repair.

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	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	Poor	<p>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 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</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		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.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	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.
Electrical: Electrical	Poor	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.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	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 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.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Poor	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	Poor	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	Poor	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 Rating	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)	18	N/A	37	N/A	50	N/A
Mathematics (grades 3-8 and 11)	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)	0	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.

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)

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.

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	6.8	5.3	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	16	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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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+
K	13	1			23		1		12	1		
2	25		1		19	1						
4	17	1			22		1					
6	24		1		16	1						
Other**									19	2	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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	\$8,643	\$2,466	\$6,177	\$52,875
District	N/A	N/A	\$7,960	\$57,251
Percent Difference - School Site and District	N/A	N/A	-25.2	-7.9
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	-22.6	-26.4

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.

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

ROP (High School only, will discontinue 2015)

Special Education

Supplemental and Concentration LCFF

*Funds are used for the following activities and services

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

Title 1 Part A

*Funds are used for the following support services

- Intervention Teacher
- Professional Development
- Homeless Services and Activities
- Parental Involvement

Transportation

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/>.

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 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.